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AN ANALYSIS AND APPRAISAL OF THE WORKING RELATIONS BETWEEN THE SUBSTITUTE TEACHERS AND THE REGULAR TEACHERS OF THE CHICAGO PUBLIC ELEMENTARY SCHOOLS

by

Bernard A. Quish

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

February

1961

LIFE

Bernard A. Quish was born in Chicago, Illinois, August 8, 1912.

He was graduated from De LaSalle High School, Chicago, June, 1930, from Chicago Normal College, February, 1934.

He received the degree of Bachelor of Science from Lewis Institute of Technology, Chicago, June, 1936, and the degree of Master of Education from Loyola University, Chicago, February, 1941. He has taken additional graduate work at De Paul University, Chicago, and at the University of Chicago.

He was assigned as a teacher in the Chicago Public Schools in 1936, and was promoted to elementary school principal in 1948.

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CHAPTER I

INTRODUCTION TO THE STUDY

A. Need for the Study

When the operator of a machine in a factory is absent an adequate replacement is immediately provided so that the maximum output of the machine, in both quality and quantity, is maintained. When a teacher of an elementary school class is absent, an adequate replacement may or may not be provided and the optimum educational output of the class may or may not be maintained.

The two situations are obviously not completely analogous. A trained and professional teacher is more difficult to replace than even a highly skilled machine operator; teaching is more of an art and a science than a mechanical process; children are thinking, reacting, functioning organisms not inanimate cogs, gears and levers; and the growth and development of the children are infinitely more important and complex than are the products of the most ingenious mechanical device.

However, industry will not tolerate the economic unproductivity of a nonfunctioning machine, but in the vastly more important area of the elementary school classroom, much of the pupils' time is wasted and the educative process slowed down, sidetracked, or even retarded when the regular teacher is absent. This danger can be resolved only by the provision of

trained, professional substitute teachers who can assume the duties of the absent teachers and carry on efficiently the activities engaged in by the classes with a minimum disturbance to the educative process.

The problem of instructional continuity has many ramifications including the training of teachers, the recruiting of substitute teachers, and the administration of the substitute teacher service, all of which, since they are the primary responsibilities of activities and agencies other than the local school, are not within the province of this study. Their consideration, however, cannot be ignored or discounted since they have indirect but important effects upon the working relationships between the regular teachers and their temporary replacements.

It is with these relationships between the substitute teacher in the local school and the members of the school staff and the effects of these relationships on the continuous education of the children that this study is concerned. More specifically it is concerned with the materials, services, and instructions with which the substitute teacher must be provided in order to figuratively step into the absent teacher's shoes and perform the multitudinous and diverse functions of the classroom teacher. It is also concerned with how this substitution must be accomplished efficiently and in accord with the routine procedures of the school and the individual classroom so that the class as a group functions normally and the children continue the orderly acquisition of skills, attitudes, and facts.

To return to the analogy introduced previously, the substitute machine operator in a factory, often merely moves from a machine in one department to a machine in the same or in another department of the same factory. The

transition is relatively simple involving at most the learning of the simple techniques needed to operate the machine. In the local school the problem is much more complicated since the substitute teacher invariably is unacquainted not only with the children but with the classroom, the school, and the school community.

In a large city school system, such as that of Chicago, there are many diverse racial, socio-economic and religious factors which are reflected in the cultures and conduct found in the various schools. The substitute teacher must adjust her techniques and methods and often her language and personality to adapt to the needs of the various communities and this she must do almost daily as she is called on to work in the various city neighborhood schools.

She is a stranger not only to the community but also to the school building. She does not know the floor plan of the building or the location of such essential areas as the restrooms, lunchroom, office, or even of her classroom. She does not know the policies of the school, the everyday routines, the daily program, or the bell schedule. Literally she does not know where she is to hang her hat.

At the human relations level she is unacquainted with her principal and her fellow teachers to whom she must turn for directions, advice, and help.

But all these problems confronting the substitute teacher are peripheral to her central and taxing responsibility. She must control and teach a class of forty or more boys and girls as strange to her as she is to them. She must provide the activities and experiences that will foster their educational growth without deviating from the absent teacher's plans or from

the routines to which the children are accustomed, since to vary the program or routines may invite discipline problems and almost certainly will result in the interruption of the learning activities. She must do all of these things while locating needed materials, learning the names of the children, responding to unknown bell signals, and preparing for her next lesson.

If the machine operator in the factory is dependent on his supervisors and co-workers for help in operating a strange or little known machine, the substitute teacher in the school is much more dependent on her principal and her fellow teachers for help in learning the characteristics of the school community, the floor plan of the building, the routines and policies of the school, and the location of materials in her classroom. She is also dependent, for assistance in managing the classroom and teaching the class, on the absent teacher whom she never meets but of whose ability and personality she often learns much.

B. Purpose of the Study

The purpose of the present study is to evolve a suggestive program for improving the working relationships between the substitute teachers and the regular teachers in the elementary schools of the Chicago Public School System. An effort will be made to outline such a program, to indicate the various individuals who would be involved, to define the responsibilities of these individuals, and to suggest the materials and the techniques to be employed in the program.

The major problem of this study may be resolved into the following specific problems for which solutions will be sought:

1. What are the existing methods and techniques used by schools and teachers to enable the substitute teacher to relieve the regular teacher most effectively?

2. What are the best ways by which the substitute teacher and the regular teacher may supplement each other in promoting the most effective and continuous educational experiences of children?

3. What activities, techniques and materials are most valuable to the substitute teacher in her short stay in a school?

4. How can a program to encourage the most effective teamwork between the substitute teachers and the regular teachers be formulated?

C. Background of the Study

A Study of the background of the substitute teacher situation in Chicago is necessary for a complete understanding of the working relations between the regular and substitute teachers in the elementary schools. There are many factors that have an indirect but nevertheless, important effect on these relationships. Some of these conditions, such as the supply of substitute teachers, are common to all school systems both large and small, but others of them are peculiar to large, heterogeneous systems, or to the Chicago system alone. They should not be ignored in a study concerned with the working relationships between the regular and substitute teachers.

This section is concerned with such basic, but indirect influences on the working relations between the substitute and regular teachers in the elementary schools of Chicago as the need for substitute teachers in the schools, the difficulties involved in providing replacements for absent

teachers, the requirements for temporary certificates, and the classes of substitute teachers.

According to the Bureau of Teacher Personnel there are almost 12,000 teaching positions in the elementary schools and 3,500 in the high schools of the Chicago Public School System. Nearly 10,000 of the elementary and 3,000 of the high school positions are filled by regularly assigned teachers holding permanent certificates. The remaining 2,500 positions are vacancies occupied by teachers holding temporary certificates only. The Board of Examiners is charged with the duty of keeping the almost 450 schools of the city staffed with qualified teachers, and with providing enough qualified temporary teachers to fill all of the vacancies, short or long, that occur in the ranks of more than 15,500 teachers.

To accomplish this second purpose it annually issues about 8,000 temporary certificates. Teachers holding these certificates fill the vacancies in the elementary and high schools and provide the corps of substitute teachers who, day-by-day, fill temporary vacancies caused by the absence of the teachers in the schools. It would seem that this large number of temporary certificate holders (about one for every two teaching positions) would provide more than enough substitute teachers for the needs of the schools, but unfortunately it does not. The figure is misleading since many holders of temporary certificates do not become substitute teachers in Chicago. Others teach for a short time and for many, often undetermined, reasons drop out of the corps of substitute teachers. This unexplained loss to the system of thousands of temporary teachers as well as the necessity of filling the large number of vacant teaching positions greatly reduces the

number of temporary certificate holders available for day-to-day relief work in the schools. It is with these holders of temporary certificates who are available to replace absent teachers for short terms, the day-to-day substitute teachers, that this study is concerned.

The Bureau of Teacher Personnel reports that the rate of absence of the teachers in Chicago, although not unusually high, has been increasing in recent years. The most common reasons given for absence are personal illness, sickness in the home, and death in the family. Sickness in the home has been increasing as a cause of teacher absence probably because of the large number of teachers presently employed who are mothers of small children. These same teachers are often absent because of the difficulties in obtaining the services of baby sitters. Inclement weather, such as blizzards and storms, is another cause of absence that has been increasing in recent years. Because of the movement of many teachers from the city to residences in the suburbs and of their dependence on the automobile for transportation many teachers are unable to report for duty in bad weather.

Teachers are not absent as a rule according to any sequence; that is in a given school one teacher may be out today, none tomorrow, but five may be absent the next day. The Substitute Center reports that the number of calls for the services of substitute teachers has varied from a minimum of five in one day to a maximum of approximately 900 on another day.

To insure the continuous education of the children in the elementary schools a corps of substitute teachers large enough to fill the maximum number of vacancies due to teacher absence must be maintained. This involves difficulties. The substitute teachers must be recruited at a time when the

number of qualified personnel is in short supply. Since the number of absent regular teachers and, therefore, the need for the services of substitute teachers fluctuates daily, all of the substitute teachers cannot be guaranteed regular employment. Many, therefore, seek positions in other fields thereby creating the necessity of a continuous recruitment and replacement program by the Board of Examiners.

The mere existence of an adequate corps of replacement teachers is not enough to insure the continuous education of the children. Its members must, usually on very short notice, be placed in the classrooms vacated by the absent teachers. This difficult assignment is handled by the central Substitute Center.

The varying rate of teacher absence presents the Substitute Center with a problem. The delays caused by the peak periods sometime result in the substitute teachers reporting to their assigned schools after classes are in session.

Other problems are caused by the vast area encompassed by the city. Substitute teachers cannot be indiscriminately assigned to schools but must be carefully placed. It may take hours for a substitute teacher who lives in a northern suburb to travel from her home to a south side school. Inclement weather adds to these difficulties of travel while increasing the demand for the services of substitute teachers by the schools.

The homes of the substitute teachers are not spread uniformly about the city, in fact most of them are located in areas where the services of substitute teachers are least needed. Very few of them are in the areas where the large crowded schools are located.

Since the supply of personnel trained and qualified to be substitute teachers is so limited, the Substitute Center has been forced to accept the services of any that are available and on their own terms. Consequently several types of difficulties occur which are reported by the Director of the Substitute Center: the refusal of many substitute teachers to be available except on certain stipulated days; the refusal of many to teach in any school but the ones they specify; and the refusal of many to accept the first assignment offered to them.

The added clerical tasks imposed on the staff of the Substitute Center by the necessity of using these types of substitute teachers slows down the filling of vacancies in the schools and sometimes results in positions being unfilled although the services of some substitute teachers are not being used. Unfortunately these unfilled positions are often in large crowded schools where the presence of teachers is most urgently needed. It has been estimated that because of the conditions cited on some days 200 to 250 classrooms in Chicago are without the services of a regular or substitute teacher.

Temporary certificates are issued by the Board of Examiners to candidates who fulfill the following requirements. They must be citizens of the United States and at least nineteen years of age. They must possess the character, scholarship and general fitness to teach as required by the Illinois School Code and adjudged by the Board of Examiners and they must meet specified physical requirements.

All candidates for temporary certificates to teach in the elementary schools are required to have a Bachelor's Degree based on four years of training in a fully accredited college and fifteen semester hours in

elementary education. For grades three to eight, methods courses in at least two of the following subjects are required: arithmetic, language arts, science, and social studies. For kindergarten-primary grades, at least two of the following courses are necessary: kindergarten methods, beginning reading and early childhood education.

All candidates for temporary certificates to teach in the high schools are required to have a Bachelor's Degree based on four years of training in a fully accredited college, fifteen semester hours in education and sixteen semester hours in the specific subject of their certificates.

It would seem that these professional requirements are minimal particularly in the areas of methods of teaching. No courses at all in practice teaching or in classroom management are specified, nor is teaching experience necessary. The Board of Examiners has recommended that all potential teachers should take these courses but due to the shortage of candidates for temporary certificates they have been unable to make them mandatory. Many substitute teachers, therefore, are sent out to conduct classes in the elementary schools with a minimum of preparation in methods and with absolutely no experience in teaching.

The substitute teachers may be classified in several ways: by type of certificate, into elementary and high school substitute teachers; by continuity of employment, into those teaching from day-to-day and those occupying full time vacancies; and by rights and privileges, into the so-called "number subs" Temporary Employed Teachers (T. E. T.'s).

The classification of substitute teachers by types of certificates into kindergarten-primary, elementary, and high school teachers has been discussed

previously in this chapter. However, it should be pointed out that although the temporary certificate specifies the grades or subjects in which the holder is certified to teach, and that such grades or subjects are determined by the professional preparation of the holder, much deviation is encountered in actual practice. Due to the relatively larger supply of high school substitute teachers than of either elementary or kindergarten-primary substitute teachers, the former are often called on to "work outside of their certificates" and fill vacancies caused by the absence of teachers in the elementary schools. The presence in the elementary schools of such unqualified teachers is reported to have a detrimental effect on the working relations between the substitute and regular teachers, since the regular teachers are not aware of the emergency causing the assignment but are aware of the disorder that often results from it.

The second classification of substitute teachers into those occupying long term vacancies and those doing day-to-day work in different schools probably occurs more often by accident than by intention. When informed of a need for a substitute teacher in a vacancy or a long absence, the Substitute Center makes every effort to supply the best substitute teacher available. Schools also tend to keep the better substitute teachers in the longer assignments and drop inefficient or marginal ones at the first opportunity. It is obvious, therefore, that the cream of the substitute teacher crop is skimmed off by the Substitute Center and the schools to fill vacancies and long leaves. Although exceptions to this rule of thumb exist, the inefficiency of some of the group of day-to-day substitute teachers has had a deleterious effect on the working relations between substitute teachers

in general and regular teachers.

The third classification of substitute teachers into the so-called "number subs" and the Temporary Employed Teachers (T. E. T.'s) indicates an attempt by the Board of Education to reward meritorious service and to encourage superior substitute teachers to become regularly assigned teachers.

All holders of temporary certificates are, on application, issued numbers by the Substitute Center and thereby become "number subs". They are employed on a day-to-day basis being payed only for days of actual employment in the schools. They receive no sick leave privileges but do have pension rights. Credit toward a pension is given for every pay period of two weeks in which the teacher has worked three days.

An elite group of these "number subs", at present approximating 700, has been selected because of the present or potential ability of its members as teachers, to fill vacancies in the teaching ranks. They must also be successful in a very short, fifteen minute written examination. The members of this group are guaranteed full employment for the entire school year and pay for school holidays. They receive the same sick leave and pension benefits as the regular teachers. They must, however, agree to take the examination for a regular certificate within a year, or if not fully qualified for the examination they must agree to complete the requirements within a year. A Temporary Employed Teacher who fails the examination twice is dropped from this privileged group but may continue working as a "number sub" in day-to-day assignments.

The members of this special group of substitute teachers, because of their presence full-time in one school only, are probably better classified

as beginning teachers than as substitute teachers. Although many were consulted and made valuable contributions to this study, their daily experiences are not typical of those of substitute teachers in general.

D. Basic Assumptions of the Study

It should be recognized at the outset that many or most of the substitute teachers in the Chicago elementary schools are beginning teachers. The statement of felt needs at any point in a beginning teacher's career is relative to the stage of that career at which it was obtained. Thus any statement has only a transient validity. Needs in many areas can be adequately met only with experience which the teacher must acquire personally. Many of the needs are the unarticulated needs which are recognized only vaguely by the teacher as disturbances. Some important needs may not be recognized by the teacher at all.

While all these conditions may be true and present, and will be taken under consideration in the study, it is felt that the most important phase to be considered is the alleviation of the expressed needs at the time they are encountered, even though they may have a tendency to disappear with experience. The pressure of these disturbances to the teacher may be out of all proportion to their importance. With satisfaction reached at these points, the teacher should tend to grow professionally at a greater rate.

E. Definitions

The term <u>substitute teachers</u> in this study refers to certain teachers generally known as "on-call", "day-to-day", or "temporaries"; in other words, to teachers who fill in for regular teachers when they are ill or for

some other reason have to be away from work. Such teachers usually work only a day, a few days, or a few weeks at any given school.

The terms regular teachers, assigned teachers, or regularly assigned teachers refer to teachers who are occupying permanent full time teaching positions in the schools. The three terms are used interchangeably in this study.

The term vacancy refers to a teaching position not filled by a permanently assigned regular teacher.

F. Limitations of the Study

It is the purpose of the present study to treat only such problems confronting or caused by substitute teachers as can be handled in the local schools by the school staffs. It is recognized that there are many fundamental and related problems that have a causative effect on these local problems but whose solutions are the responsibilities of other agencies. Although they lie beyond the limits of this study they will be pointed out in their relation to relevant problems.

G. Procedures Used in the Study

In developing the aims of the study two lines of attack were used. The first, directed at substitute teachers, consisted of a questionnaire and an interview designed to gather information about the working relations and working conditions of the substitute teachers in the schools. The second, directed at regular teachers, consisted of an interview designed to gather information concerning the relations between the regular teachers and their substitutes and also between the schools and the substitute teachers.

It is in keeping with democratic practices in educational administration that in formulating a program to enhance cooperation between the regular classroom teachers and their substitutes the advice and opinions of both groups, as the affected groups, be considered as basic.

1. Construction and Description of the Instruments

The items of the questionnaire were the final selections from an original listing of over two hundred. This original listing was derived from the literature reviewed in this study, from personal observation, and from consultations with principals and with the Director of the Substitute Center of the Chicago Public Schools. The resulting listing was repetitious, unwieldy, and due to its several sources, often inapplicable to the situation in Chicago. The final listings were evolved by judicious elimination of items deemed of minor importance, by consultation with faculty members of the Graduate School of Loyola University, and by experimental application of the long list on volunteer subjects. The questionnaire was further refined after being administered to fifteen substitute teachers.

The first part of the questionnaire consisted of forty-one questions. The individual responding was asked to indicate whether a given activity or device was experienced by her at her latest substituting assignment and if so, to what extent it had been helpful.

Answers to these questions were intended to reveal the manner in which the substitute teacher was received in the school; the materials and services provided for her by the school administration and the classroom teacher; the preparation of the class for working with her; the materials and techniques she used; and the assistance she received from other members of the school

staff.

The second part of the questionnaire consisted of three questions designed to determine the scope of the material in the regular teacher's lesson plan that was covered and the amount of written work submitted by the students that was corrected by the substitute teacher.

The third section of the questionnaire contained a checking device on which the substitute teacher was to indicate her estimate of the attitude of the various individuals comprising the school staff and of the pupils toward her.

A fourth part of the questionnaire was provided as a safeguard against any restrictions or inhibitions on the part of the respondents that might have been introduced by the nature of the techniques used in the first three parts of the questionnaire and to provide an opportunity for the respondents to add ideas and suggestions of their own or to elaborate their replies. The substitute teachers were asked to write their opinions or make suggestions on types of lesson plans, handling of discipline problems, reporting to the regular teacher, and improving their working relations with the regular teachers.

After the completion of the questionnaire study, interviews were conducted with a sampling of substitute teachers in order to validate the replies to the questionnaires. It was also thought that information of importance might be forthcoming in oral answers that the respondents might have been unwilling or unable to put into writing.

The substitute teachers were allowed to talk at length in response to five leading questions. What could the school do to make the substitute

teacher's stay most effective? What materials provided by the school and the regular teacher are most helpful to the substitute teacher? What materials and techniques of her own had she found to be most useful? What type of lesson plans did she find most useful? What suggestions could she make to improve the working relations between the substitute teacher and the regular teacher?

As pointed out previously, the second line of attack in the study was directed at regular teachers. It consisted of interviews designed to gather information concerning the working relations between the regular teachers and their substitutes and also between the schools and the substitute teachers.

It was felt that a more valid response would be obtained from the regular teachers through the use of the interview technique rather than by the use of questionnaires. The questionnaire by its nature might be suggestive as to what should be done instead of what is being done. Attitudes and bias are more easily detected in interviews. Teachers are more apt to express opinions freely when not asked to put them in writing. An opportunity to qualify or extend answers is also possible in a conference. Further, the interviewer is able to follow up leads or small clues and thus get more complete answers.

The questions used in the interviews were selected by elimination in the same manner as previously described for those used in the questionnaire.

In the interview the teacher was asked to describe the usual routine for receiving substitute teachers at her school. The second question concerned the materials the regular teacher provided for her substitute.

The teacher was then asked for a description of her lesson plan, its length and comprehensiveness. Question four was concerned with the materials the substitute teacher could provide for herself. Question five was concerned with the advance preparation of the class for working with a substitute teacher. The sixth question was aimed at finding what the regular teacher expected of her substitute, in regard to marking papers, special duties, and coverage of the days work. The regular teacher was then asked to describe the condition of her room and class on her return from an absence. The next question concerned the attitude of substitute teachers in the school and the last question was a request for suggestions to improve the working relations between the regular and substitute teachers.

Preliminary interviews were conducted with eight principals and teachers in an attempt to the questions and to perfect the techniques involved. Their suggestions and comments resulted in the refinement of the questions.

2. The Sampling and the Administration of the Instruments

On April 30, 1958, the day the sampling was made, there were 2,239 substitute teachers registered in the Substitute Center who were certified to teach in grades one to eight in the Chicago Public School System. Of this number 1,264 were occupying long term leaves or vacancies in the schools. There were 975 substitute teachers working or available for call. Of these 528 were already at schools for terms of indeterminate length and 447 were available for call on the following school day.

Since the study is concerned with the experiences of the day-to-day substitute teachers, the first group occupying long leaves or vacancies was not considered at this time. It was also felt that the second group,

already assigned to schools, some of them for weeks or months, was not a reliable source of information concerning such details as their reception at the schools and their experiences during the first and the following days.

The third group of 447 substitute teachers was ready and available for call on the following school day. Since the questions were to be answered in the light of the substitute teacher's experiences at her last school, it was felt that more valid and reliable answers would be received from this group. Their experiences would be more recent and consequently more clear in their minds. They would, probably, have greater experience in day-to-day substitute teaching and therefore their estimates of the value of the materials and techniques would be more valid. They would be less likely to have had all their experience in one school. From this group, 223 names, representing half of those available, were drawn alternately. The first two hundred names were used in the study; the remaining twenty-three names were held in reserve, to be used in the event any of the questionnaires were returned by the postal authorities as undeliverable, due to faulty addresses. Nine of the original two hundred letters were returned by the postal authorities, and so the names were replaced by the next nine of the reserve names.

During the second week of June, 1958, two hundred questionnaires, each with a stamped return envelope and a covering letter, were sent to the sampling of substitute teachers. The covering letter (Appendix A) explained how access to the individual's name and address had been obtained, the approval of the Substitute Center and the aims of and reasons for the proposed study. During the first week fourteen telephone calls were received by the writer from substitute teachers who had received the

questionnaire. All expressed interest, offered cooperation, and hoped that the study would succeed in improving the lot of the substitute teacher. Many made suggestions and expanded their replies to the questionnaire.

Two weeks later, June 30, 1958, eighty-six completed questionnaires had been returned. A series of telephone calls was then made to those not replying, resulting in the return of fifty-two more completed questionnaires. In all a total of 138 completed questionnaires (69 per cent) was returned.

A larger return might have resulted if the questionnaires had been sent out a week or two earlier since thirty-four recipients of the questionnaires had left the city on summer vacations. This fact was determined from the people answering the calls or by the telephone company reporting that the telephones were temporarily disconnected.

The sampling of regular teachers to be interviewed was made on a geographic basis so that all types of schools, in all sections of the city, with the widest variety of neighborhoods, racial backgrounds and socio-economic differences would be represented. It was felt that types of regular teachers, practices, and attitudes would be better sampled by this method of selection than by a random sampling. One teacher was selected at random from each of three elementary schools in each of the eighteen school districts of Chicago, a total of fifty-four, to be interviewed.

All the regular teachers were greatly interested and cooperative; they expressed themselves willingly and freely. The length of the interviews varied from fifteen minutes to fifty-five minutes, the average being twenty-five minutes.

The teachers were allowed to talk freely being guided by the leading questions listed in the previous section of this chapter with the interviewer seeking answers to secondary items under the leading questions. If the respondent did not cover all the items in her answer, she was asked the specific question directly.

Question 6, "What do you expect of the substitute teacher?" was sometimes answered "Nothing". In such cases it was changed to "What would you like the substitute teacher to do?"

Following the interviews with the regular teachers further interviews were conducted with fifty-four substitute teachers selected at random from the complete files of 2,239 elementary substitute teachers of the Substitute Center. A Table of Random Numbers from Selective Service Numbers was used.[1] This type of sampling was used because:

1. The questionnaires had been sent to known day-to-day substitute teachers. It was felt that valuable information might be obtained from substitute teachers in long-term leaves and vacancies at schools but with day-to-day experience.

2. Because of the current shortage of regular teachers, superior substitute teachers disappear from the day-to-day available list as schools use them to fill longterm leaves or vacancies. Less able substitute teachers are usually released first. It is possible, therefore, that the day-to-day

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[1] J. G. Peatman and R. Schafer. A Table of Random Numbers from Selective Service Numbers, Journal of Psychology, 1942, 296-297.

list does not contain the most efficient substitute teachers. The sampling of the entire group would tend to tap this reservoir of ability.

The interviewee was not restricted in her reply to her latest substituting assignment as in the questionnaire study, but could draw on her entire experience as a substitute teacher.

These interviews were conducted at schools and at the homes of the substitute teachers. Since a very large number of the vacancies filled by substitute teachers is concentrated in a relatively few large schools near the center of the city, interviewing was often considerably simplified by the presence of several of the substitute teachers to be interviewed in the same building.

3. Treatment of the Data

The instruments used in this study were designed to gather two general types of data concerning the working relations between the substitute teacher and her co-workers in the schools. The first type was concerned with the methods and techniques presently used and the second with the value of these techniques and recommendations for their improvement.

From these data two types of conclusions were drawn. The first consisted of a resume of the practices that exist and of their relative value in increasing the articulation between the regular teacher and her substitute. The second consisted of a suggested program for improving this articulation constructed from a synthesis of practices now in use and the suggestions of substitute and regular teachers. The data gathered in the study and used in the construction of the suggested program was supplemented by the recommendations of authorities writing in the literature.

CHAPTER II

REVIEW OF THE LITERATURE

The literature concerning the problem has been and continues to be meager, despite the fact that the substitute teacher service has long constituted a problem of consequence. In an early study of the problem, Conners[1] in 1927 could find less than a dozen articles devoted primarily to the substitute teacher service written during the previous twenty years. In 1955, twenty-eight years later, Lambert[2] found that the literature concerning the substitute teacher and the substitute teaching service was still severely limited, there being, in his opinion, as little available as on any topic in public education.

Most of the available literature does not stem from scientific studies or large scale inquiries. The majority of it relates the personal experiences of substitute teachers in actual working situations and the efforts of school administrators, regular teachers and substitute teachers to solve problems of mutual concern.

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[1]F. Herrick Conners, The Substitute Teacher Service In The Public Schools, Unpublished Doctor's Thesis, Ohio State University, Columbus, Ohio, 1927, 4.

[2]Sam M. Lambert, The Status and Working Relationships of Substitute Teachers in Urban School Systems, Unpublished Doctor's Thesis, George Washington University, Washington, D.C., 1955, 7.

With one exception, the few large scale inquiries described in the literature were either entirely or primarily concerned with the administration of the substitute teacher service or with the status of the substitute teacher. Investigations concerning her problems in the classroom and her working relations with the regular teacher whom she relieves have been reported either as parts of or incidental to broader studies.

The major sources of printed information pertinent to the present study are:

1. Research concerned with the substitute teacher in the public schools.

2. Literature pertaining to the personal experiences and the problems of substitute teachers and to the efforts of the schools to minimize or solve these problems.

3. Handbooks for substitute teachers devised by various school systems and schools.

In the remainder of this chapter a section will be devoted to each of the sources mentioned. When several phases of the problem are treated in the same study or article each phase will be considered separately for purposes of the organization and clarity of this paper.

A. Studies Concerning the Substitute Teacher

What is probably the first serious study of the substitute teacher service was made by Conners[3]. By the use of questionnaires, he investigated

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[3]Conners, Substitute Teacher Service, 41.

the administration of the substitute teaching service and the effectiveness of the substitute teachers in the classroom.

He found that the effectiveness of the substitute teacher was restricted by the failure of the regular teacher or the principal to supply her with certain materials and assistance essential to the proper performance of the functions of a substitute teacher. Courses of study were made available to only half of the substitute teachers. A planbook or outline of work was available to the same proportion. Little or no supervision was reported although the substitute teachers, thrust into an unfamiliar setting with each new period of service, is particularly entitled to such assistance.

The substitute teachers were asked to rank the eight basic difficulties believed to handicap their work. Their ranking of the difficulties follows[4]:

1. Lack of time after notification for preparation.
2. The absence of definite information regarding work to be taught.
3. The pupils' realization that the estimate of their work given by substitute teachers is not important.
4. Discipline.
5. Lack of versatility required.
6. Lack of previous training in the work to be taught.
7. Inadequate prior experience.
8. Failure of supervising officials to cooperate.

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[4] Ibid., 55-57.

The following additional difficulties were volunteered by the substitute teachers: absence of needed helps (instructional materials, seating charts, planbooks), improper attitude of regular teachers, personal shortcomings of the substitute teacher (unacquainted with recent methods), and the failure of the principal to give assistance.

Principals reported that items of management, such as recess duties, supervision of halls and dismissals occasioned the most difficulties for substitute teachers. In twenty-seven per cent of the cases the presence of a substitute teacher was the reason for additional duties for the building principal. These extra duties consisted primarily of disciplinary questions, problems relating to administrative and clerical routines, and additional supervision.

Additional duties, necessitated by the service of a substitute teacher, were reported by one-half of the regular teachers. These extra tasks centered about: drill work or review covering the subject matter presented by the substitute teacher, disciplinary problems, reorganization of the semester program due to lost time, and the restoration of the classroom to its former state of tidiness. Approximately one-third of the substitute teachers failed to leave a record of the work covered during their stay for the guidance of the regular teacher.

In 1954, MacVittie[5] made a study of the substitute teacher service in

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[5]Robert William MacVittie, The Substitute Teacher in New England, Unpublished Doctor's Thesis, New York University, New York, New York, 1954, 51.

New England and made recommendations for the integration of the work of the substitute teacher with that of the regular teacher.

He found that more than half of the substitute teacher's problems seemed to fall under the heading of daily planning or lack of it. Some indication of what was going on in the class should have been left by the regular teacher.

Substitute teachers ranked the problem of pupil control next in importance to them. Many complained of the lack of cooperation on the part of the pupils which resulted in the necessity of spending too much time acquiring a semblance of good pupil control. It was reported that pupils tend to feel that substitute teachers are a different and lesser kind of teacher. Other problems stem from the lack of available information concerning individual differences, the preparation for instruction, and the lack of housekeeping routines.

Most problems confronting the regular teacher on her return resulted from the substitute teacher's lack of attention to instructional procedures. The substitute teachers did not follow the program set up for them, wasted or mis-used materials and destroyed the class' good working habits. Other problems were caused by the substitute teacher's failure to take yard duty, snarling up money collections, leaving messy classrooms, and leaving many unmarked papers.

Lambert[6], working through the National Education Association Research

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[6]National Education Association, Substitute Teachers in the Public Schools, 1953-54, Research Bulletin, Volume XXXIII, No. 1, February, 1955, 25.

Bureau, studied the status and working relationships of substitute teachers in urban areas. Parts of this work provided valuable information for the present study.

The substitute teachers were asked to list three of the most serious obstacles to effective substitute work. These reported obstacles are listed below in order of frequency.

1. Lack of adequate lesson plans.
2. Lack of personal information about pupils--seating charts to identify them, personal characteristics.
3. Failure to acquaint substitute with special rules, routines, and schedules in particular schools.
4. Student behavior--discipline problems.
5. Failure of regular teachers to prepare students to work or cooperate with substitutes.
6. Too little help from central office, principals, supervisors, and those in charge of substitutes.
7. Teaching out of fields of training and qualification.
8. Failure to acquaint substitute with location and availability of supplies and materials.
9. Lack of information on courses of study for various grades.
10. Lack of contacts with regular teachers--meetings, discussion groups.
11. Attitude of regular teachers that substitutes are merely sitters, policemen.
12. Uncertainty regarding return of regular teacher.
13. Inefficiency of regular teacher--pupils retarded, bad behavior, poor work habits.
14. Failure to inform substitutes of their extra duties--bus, playground, and cafeteria assignments.
15. Too wide a range of grades and subjects taught.
16. Classes too large.
17. Too many class interruptions,--announcements.

It is obvious that some of these obstacles are beyond the control of the local school and of the classroom teacher and some are obstacles to the effectiveness of the regular teacher as well as of the substitute teacher.

Although the regular teachers and the local schools may often have been at fault, the substitute teachers, themselves, often failed to completely

fulfill their obligations toward the class and the regular teacher. Nearly half of them did not process all of the written work handed in while they were in charge. About one-third of them did not leave a written report of the work accomplished during the absence of the regular teacher.

In a study conducted in the San Carlos elementary schools, reported by Melendy and Joy[7], a committee found the main problems of substitute teachers to be: lack of recent training and experience, a feeling of inadequacy because of having not been inside a classroom for a considerable period of time, insecurity in modern methods of conducting classes, and the differences in procedures and standards met in various schools.

In this subsection, the problems and difficulties of the substitute teachers and the regular teachers caused by and for each other, as revealed by the serious studies have been described. It will be noted that the classifications and terminology of the various studies differ necessitating some interpreting and arbitrary grouping so that the findings may be compared in the summaries. The problems identified, after eliminating those whose cause and remedy clearly lie outside the local school and, therefore, outside the limits of this study, may be classified in terms of the individuals most concerned: problems of the substitute teacher, problems of the principal caused by the presence of the substitute teacher, and problems confronting the returning regular teacher.

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[7]Ruth W. Melendy and Francella Joy, "Give the Substitute Teacher a Break and Avoid Those Administrative Headaches". The Nation's Schools, XLV, March, 1950, 57-59.

The most common problem of substitute teachers was reported to be the lack of adequate lesson plans. She is often not provided with other necessary materials such as courses of study, information on extra duties, list of procedures and routines peculiar to the school and the classroom, seating chart, and adequate supplies.

There is often an attitude prejudicial to the substitute teacher's stature in the eyes of her pupils. She is considered a mere baby sitter or policeman. She feels that she does not receive adequate cooperation or supervision from the principal.

Control of the class and discipline rank high as problems to the substitute teacher. These are often the results of lesser problems such as: improper pupil attitude toward her, the pupils' realization that the substitute teacher's estimate of their work is not considered important, and the failure of the regular teacher to prepare the class to work with the substitute teacher. A very serious, but fortunately not common problem confronting the substitute teacher is the inefficiency of the regular teacher she is relieving; a condition manifested in retarded pupils, their bad work habits, and their bad behavior.

Other problems of the substitute teacher are those concerned with her own inadequacy; insufficient experience, insecurity in modern methods in conducting a class, lack of information on courses of study for different grades, lack of training in the work to be taught, and the lack of ability in classroom management and housekeeping routines. Finally she has problems concerning her extra-instructional duties in the halls, lunchroom, play ground and at dismissals.

The problems of the school principal which were caused by the presence of a substitute teacher in his building were reported to be: added supervisory activities, increased administrative and clerical duties, and more discipline.

The returning classroom teacher is confronted with a variety of problems, the most obvious being the restoration of the classroom to its former tidy condition and the processing of the pile of unmarked papers on the desk. She must also get control of her class again, handle the discipline hangovers, and restore the good working habits of the students. She often has to drill or review the work presented by her substitute, or she must reorganize the semester program due to the time lost. Often she finds her supplies, especially paper, have been misused or wasted, and milk money not collected. Finally she must repay the teacher who took her extra duties while she was absent.

In this second subdivision of this section dealing with studies concerning the substitute teacher are reported those investigations which are concerned with the means to overcome the difficulties and problems encountered by or caused by the substitute teachers, and the ways in which the local school staff, particularly the regular teachers, can contribute to the effectiveness of the substitute teachers.

Conners[8] found that many of the basic felt difficulties of the substitute teacher could be removed and her effectiveness increased: by specific

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[8]Conners, The Substitute Teacher Service, 56.

information on the work to be taught to be provided in advance by the regular teacher, secondly, by remedial measures designed to change the attitude of the pupils toward the substitute teacher, and lastly, by the prevention of discipline problems.

More specific recommendations were, the providing of each substitute teacher with a course of study covering all grades and subjects which she may be called upon to teach, and also, a copy of such rules and regulations as are pertinent. Every regular teacher should be directed to maintain and make easily available for her substitute, a seating chart of her class, a suitably posted copy of the daily program, and a brief plan or outline indicating the work to be covered.

Baldwin[9] conducted a study sponsored by the United States Office of Education, the object of which was to analyze the variations in then-current practices for administering the substitute teaching service in city school systems, and to develop standards and procedures for the most effective conduct of the service. Although this study is concerned almost entirely with the administration of the substitute teacher service at the central office level, some of the findings are pertinent to the present study.

In all cities reporting, substitute teachers received the benefits of supervision, usually from the principal or the principal and supervisors.

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[9]Clare C. Baldwin, The Organization and Administration of Substitute-Teaching Service in City School Systems, Contributions to Education, Number 615, Teachers College, Columbia University, New York, New York, 1934, 82-83.

Forty cities made special provision for more extensive supervision of substitute teachers than was afforded regular teachers.

A number of teaching aids were commonly supplied substitute teachers. These included special instructions supplied by the principal for orienting the substitute teacher in the ways of the school, courses of study, lesson outlines or plans, and seating charts of classes. Such devices and aids are considered essential in effecting an exchange between the regular teacher and the substitute teacher with the least interruption and the greatest degree of efficiency. Substitute teachers for the same reasons, should leave a statement of progress for the regular teacher upon her return to duty. Substitute teachers occupy the status of the teacher whom they replace and should be ready to assume any of the duties and responsibilities of the regular teachers.

In 1953, Turner[10] made an analysis of the administrative policies governing the substitute teacher services in the cities in the United States which had a population of 100,000 or more. Again the study is concerned primarily with the administration of the substitute teacher service at the central office level but some of the findings and conclusions are pertinent and valuable to the present study.

He recommended that adequate supervision should be given the substitute teacher by the principal of the building concerned and by the proper

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[10]Floyd V. Turner, The Administrative Policies Governing Substitute-Teacher Service in Major American Cities, Unpublished Doctor's Thesis, George Peabody College for Teachers, Nashville, Tennessee, 1952, 148.

supervisors. The primary purpose of the supervision should be to help the substitute teacher improve classroom instruction. He found there is a need for greater cooperation between the substitute teacher and the regular teacher in providing each other with helpful information. Some principals made sure that seating charts, lesson plans, and other classroom aids were available to substitute teachers, but such planning did not seem to be the usual thing. Classroom aids supplied the substitute teacher should include: directions for the passing of classes, hall permits and the conduction of emergency drills, regular schedule of bells, directions for handling irregularities and discipline, seating chart, the regular teacher's outline of work for the day, information regarding special activities for the day, and lunch time plans.

The substitute teacher needs to be impressed with the importance of cooperation on her part with the regular teaching staff. She should be required to leave a statement of the work accomplished and any other information which could be of help to the regular teacher upon her return to duty.

In recommending practices that tend to enhance the integration of the work of the substitute teacher and the regular teacher, MacVittie[11] pointed out that the principals are the ones who work most closely with substitute and regular teachers, therefore, they should be the ones who assume most responsibility for the giving of direction to the substitute teacher service.

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[11]MacVittie, The Substitute Teacher in New England, 32.

A bulletin for substitute teachers is a first step in welcoming them and assisting them to become better acquainted with the requirements of their position. A faculty committee could assure that the substitute teacher would feel welcome and needed. The knowledge of the location of the office, the teachers' restroom and other auxiliary rooms, and the particular classroom is important. The designation of one "neighbor" upon whom to call for assistance is a practice often used.[12]

Conscious attention to helping children accept the substitute as a necessary person is recommended. Teachers should work with the children to see the need for the substitute teacher, as well as the need to help her feel at home. Room duty committees which go on with their duties when a substitute teacher is there will help. A room chairman to introduce the class as well as to assist the substitute teacher in general is good practice.

Substitute teachers should be ready to accept all the efforts which are made to help them. It should not be a passive acceptance, but rather one of a willingness to be helped and a desire to serve well.

Lambert[13] felt that the effectiveness of the substitute teacher's efforts in the classroom would vary according to her own imagination and resourcefulness, how much advance help she received from the regular teacher, and the type of assistance received from the administrators.

He found that one of the most effective ways in which the administration of a school system can bring about improvement in substitute work is by

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[12] Ibid., 69-70.

[13] Lambert, Status and Working Relationships, 28.

providing sufficient supervisory help for this group of teachers. The school system's regular supervisory staff members and school principals should understand that a reasonable share of their time should be devoted to visiting and helping substitute teachers.

If the substitute teacher is to make an important contribution to the work of the class, she will need some suggestions from the regular teacher about the work that should be done. A complete lesson plan or detailed outline of the work that should be done is the best means of transmitting such suggestions. The regular teacher is the only person who is in a position to know what her pupils have been doing, are doing, and should be doing in the future.

In addition to the lesson plan, all regular teachers should have ready for substitute teachers at least these items: a list of all pupils who have some unusual problem together with a fairly complete description of the problem, an up-to-date seating chart, and complete and up-to-date information on how pupils are grouped for instructional purposes.

The practice of having key students prepared in advance to assist the substitute teacher is considered helpful by the great majority of substitute teachers. If the regular class officers appear to be efficient and reliable, they might be used for this purpose. Although the specific ways that students can help will vary somewhat from teacher to teacher and from class to class, some of the possible ways would be: to take over responsibility for much of the classroom routines, to help locate textbooks and other supplies and equipment, and to advise the substitute teacher with regard to the class

time schedule and the routine activities of the school as a whole.[14]

Lambert found also, that substitute teachers need more information about school routines. He, therefore, recommended that every school should prepare an adequate set of instructions explaining time schedules, the meaning of signal bells, rules for fire drills and other important routine activities for the use of substitute teachers. A handbook might contain considerably more than a description of the routine of the school. Sections on the history of the school, its philosophy and objectives, its overall program, what the school expects of the substitute teacher, and what the substitute teacher can expect of the regular staff members would be well worth including.

Cooperation between the regular teacher and the substitute teacher is not a one-way process. The substitute teacher must fulfill certain responsibilities to the regular teacher if the substitute teaching assignment is to be considered a success. One of these responsibilities is that of handling her own disciplinary problems with whatever help she can get from the principal, and not expecting the regular teacher to handle them when she returns. It is important that she realize that regular teachers, by and large, do not want to punish children for their misdeeds while under the control of another teacher.

The most important task in working toward maximum effectiveness during an assignment is for the substitute teacher to carry on as completely as

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[14] Ibid., 240-241.

possible the regular teacher's work, including checking and grading each day's written work and recording the grades. The substitute teacher should have ready to use at a moment's notice an especially interesting lesson or a good story. It is especially important that every substitute teacher have something ready for the class to do until she can make plans.

Some type of record of what transpired during a teacher's absence is necessary if the regular teacher, after returning, is to avoid overlapping or duplicating work already done by the substitute teacher. Also a report from the substitute teacher is good insurance against the development of unnecessary gaps in the skills and understandings of students.

An escort to the classroom, an introduction to the pupils with whom the substitute teacher is going to work, and an introduction to regular teachers in nearby rooms, all are considered helpful by the great majority of substitute teachers.

During the years 1936 to 1940, a continuing study was conducted by a committee of five teachers at the Joseph Johns Junior High School of Johnstown, Pennsylvania.[15] It was found that if the regular teacher's absence was expected the problems of the substitute teacher could be anticipated and adequate plans provided. As a result of the study every teacher was expected to keep up-to-date seating charts of her home room and all classes readily accessible. Each teacher was to train a responsible student

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[15]Committee of Teachers, Joseph Johns Junior High School, Johnstown, Pennsylvania, "Coaching the Substitute Teacher," The Nation's Schools, XXV, February, 1940, 25.

in each class to check attendance, handle supplies and generally assist the substitute teacher. A mimeographed form was developed, which was filled in by each teacher and filed in the office. This form contained: the location of the seating chart, roll book, lesson plans, keys and other materials; names of the home room officers and the names of responsible pupils in the home room and in each class; and any further instructions the teacher felt her substitute needed.

The substitute teacher was required to give a short written statement of the material covered and the work accomplished to the office at the end of the day. After examination by the principal, the report was given to the regular teacher as a guide and reference in resuming work.

The San Carlos[16] study recommended that the following materials be left in a spot readily available to the substitute teacher: lesson plan, seating chart, daily program, list of supervisory activities, information on grouping for instruction, time schedule, lists of pupils attending special classes, general information folder, register, and the names of room helpers.

A common form for lesson plans was devised. These plans included such items as the time at which the class met, the subject under discussion, points to be stressed, subject matter references, and the organization that the class was to use. Provision was made for the substitute teacher to show on the lesson plan what was accomplished, and to suggest areas for the next day's lesson for the regular teacher.

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[16]Melendy and Joy, "Give the Substitute Teacher a Break," 57-59.

In a valuable article discussing a two-day orientation program for substitute teachers, Juckett[17] reported that the students' attitude toward the substitute teacher was most important. The proper student attitude must be developed by the regular teachers and supervisors and must precede the coming of the substitute teacher. This is best done by recognizing the problem and giving the students a part to play in building a code of conduct for the days when the regular teacher is out.

The regular teachers were instructed to make additional preparations for the substitute teacher. They were to leave a listing of procedures, rules, policies and regulations relating to the particular work schedule including such items as special teacher duties and special duties for the day. In addition to presenting a good plan of what is being done, each teacher, especially those in the lower grades, was to keep place markers in the textbooks. She was also to appoint a reliable student or students to help the substitute teacher. Such items as paper, lunch slips, and class register were to be easily available.

In this subsection the techniques and materials which contribute to the effectiveness of the substitute teacher as recommended by eight studies, have been reported. It will be noted that though they are usually the responsibility of the local school and the regular teacher, the substitute teacher's responsibilities to improve her own effectiveness have not been ignored.

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[17]Edwin A. Juckett, "The Substitute Teacher Makes the Team," The American School Board Journal, CXXXI, November, 1955, 44-46.

In general it is the responsibility of the school or the principal to provide the substitute teacher with such information either in an instruction sheet, folder or school handbook as she will need to perform her function efficiently. This should include a bell schedule, courses of study, list of special duties, directions for emergencies, location of the lunchroom and a list of lunchroom duties, lists of policies, procedures, school routines, pertinent regulations and special classes.

The principal should insure a wholesome, cooperative attitude on the part of the teachers and pupils. A committee of teachers should welcome the visiting teacher. She should be escorted to her classroom, introduced to neighboring teachers and to her own pupils. Her status should be the same as that of the regular teacher she replaces.

The regular teacher should provide her replacement with an adequate and useful lesson plan, an up-to-date seating chart, her daily program or work schedule, grouping information, classroom helpers, supplies, a list of problem pupils and a description of their problems, her class register or attendance book, place markers in the textbooks, and work materials.

The substitute teacher should come prepared to cooperate with the teachers and willingly accept help. She should be prepared, in the absence of a lesson plan, to substitute a story or lesson that will fill in but not waste the pupils' time. She should assume all the duties of the regular teacher including the discipline of her class, but she should receive help with discipline and proper supervision from the principal. She should process all of the day's written work and on departing, leave these papers and a written report of her accomplishments for the regular teacher.

B. Literature Pertaining to the Personal Experiences of Substitute Teachers

The various professional magazines contain many articles concerning the difficulties and problems experienced by the substitute teachers but they contain even more articles dealing with recommendations for remedial and preventive measures for these problems. This last type may be subdivided into the following: articles concerned with the materials, services, and attitudes which are the responsibility of or under the cognizance of the central office, or the local school staff, and secondly, articles describing materials, and procedures which the substitute teacher can bring to the classroom and which will help her perform her duties with least disruption of the children's education.

The central office again enters the picture and although it is not a direct participant in the cooperative efforts of the substitute teacher and the regular teacher, certain of its policies, procedures and materials as described in the literature are of importance in enhancing this relationship and so they will be considered in this section.

This section will be subdivided into two subsections, the first dealing with the articles describing the problems encountered and, the second, with articles suggesting methods or describing the efforts of the professional school staff and the substitute teachers to ameliorate these problems.

Lambert[18] found the lack of adequate lesson plans to be the most

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[18] Sam M. Lambert, "Substitute Teachers Have Their Say," Journal of the National Education Association, XLIV, March, 1955, 149-151.

frequent complaint of substitute teachers. Either none is left or the plan available is difficult to understand or to follow. The plans usually fail to provide purposeful activities for the groups not receiving the teacher's full attention at the time. Housler[19] tells of a situation confronting a substitute teacher without a lesson plan where the class argued over the proper assignment for ten minutes.

The attitude of the children toward the substitute teacher and the resulting discipline problems are frequently mentioned. Lambert described the situation as "the nearest thing to a holiday that isn't a holiday".[20] The children change seats and tell fantastic stories about what the regular teacher lets them do. Little children are even more unkind to the substitute teacher than the older ones. They seem to feel she is doing an injustice to their own teacher by being there.

Murphy[21] felt that the attitude of the children toward her reflected the regular teacher's distrust of substitute teachers, and that the general discipline and conduct of the class depended on the usual state of affairs in the room. A substitute teacher, she felt, can judge the school and the teacher by the children's behavior in her presence.

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[19]Travis L. Housler, "A Substitute Teacher As a Camera," Clearing House, XXXI, December, 1956, 212-214.

[20]Lambert, "Substitute Teachers Have Their Say," 149.

[21]Lorraine M. Murphy, "Substitute Teaching Is More Than Baby Sitting," Instructor, LXII, February, 1953, 78-79.

The absence of a seating chart is another common complaint. It was described as one of the conditions playing havoc with the accomplishments of the substitute teacher and relegating her to the role of a baby sitter or a mere disciplinarian.

Substitute teachers are called on to work in subjects and grades with which they have no preparation or experience. McMahon[22], a social-studies teacher and an English major, in a short time taught classes in sixth grade health, seventh and eighth grade arithmetic, ninth grade algebra, general science, solid geometry, physics, Spanish, home economics, music, and even girls' physical education.

The indifference of the school principal is pointed out by Merriel[23]. She received supervisory help only once, and that was when she was teaching in a principal's own classroom.

Lack of such items as keys, supplies, grade books, page numbers, building plans, instructions as to grouping, class schedules, bell schedules and signals make the work of the substitute teacher difficult. Combined with the indifference of the principal, the lack of acceptance by the regular teachers and the conduct of the children, they often contribute to making the days of the regular teachers' absence lost days in the children's education.

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[22]James L. McMahon, "Baby Sitter or Real Teacher," Journal of the National Education Association, XLIV, November, 1955, 486-487.

[23]A. C. Merriel, "On Being a Substitute," Journal of the National Education Association, XXXVI, January, 1947, 18.

The problems confronting substitute teachers and reported by them in the literature are many. The most frequent problems concern lesson plans, their complete absence or, when present, their excessive length or abstruseness. The next problem in frequency is the uncooperative attitude of the children and the related discipline problems. The substitute teachers believe that the children's attitude reflects that of the regular teacher and of the principal. The indifference of the principal ranks high as a problem, also. The inability of the substitute teacher to be competent and effective in the many subjects and grades in which she is called upon to teach is a recurring difficulty.

In this second subdivision of this section dealing with articles by substitute and regular teachers in the literature, are reported the methods and materials the schools and regular teachers may use to help the substitute teacher perform her duties efficiently and, secondly, the ways and means by which the substitute teacher can help herself.

On reporting to the school office the substitute teacher should meet members of the school staff with whom she will be expected to work and she should be provided with materials necessary to acquaint her with the unfamiliar school.

The needed materials, according to Leonard[24] include school bulletins containing information on the hours of sessions, the lunch program, special

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[24] V. E. Leonard, "Substitute Teachers Are Important," School Executive, LXXV, October, 1955, 62-63.

subject schedules, the absent teacher's building responsibilities and assignments, and the location of the teachers' rest rooms and lunchroom.

A suggested routine for the reception of substitute teachers, would include an explanation by a competent clerk of the school schedule and any other pertinent matters. The substitute teacher would then be introduced to the principal. The principal or some other competent person would escort her to her classroom. At the room her escort would show her the use of keys and assist her in locating the materials and supplies provided for her use by the absent classroom teacher. If the pupils were present she would be introduced to them.[25]

Britten[26] emphasizes introducing the substitute teacher to at least one or two regular teachers in nearby rooms to whom she may refer for help or to ask questions on school routines.

The regular teacher should have certain materials ready at all times for her substitute. Since her absence may be unexpected providing no time for the preparation of these materials, they should be kept up-to-date and in a readily accessible place. From personal experience substitute teachers have become authorities on the type of materials needed to enable them to perform their duties efficiently.

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[25]C. V. Jones, "Improving Substitute Teaching," American School Board Journal, CXXIV, June, 1952, 28.

[26]Wilson A. Britten, "Speaking of Substitutes," American School Board Journal, CXXIII, July, 1951, 23.

O'Dea and O'Dea[27] provide the following list of needed materials as a guide for the regular teacher.

1. There should be a teaching chart and daily program on the desk.

2. There should be a folder in the desk drawer containing general instructions, yard duties, bell schedules, nurses' hours and where to obtain supplies.

3. There should be seatwork for at least one day and suggestions for extra work, if needed.

4. The methods of collecting and recording lunch and milk money should be explained.

5. There should be a list of children leaving class for music lessons, remedial work or other valid reasons.

6. There should be information on classroom procedures concerning room mechanics, such as light, heat and ventilation.

Additional materials needed so that the substitute teacher will not up-set the usual routines are: a detailed, up-to-date, explicit, legible planbook containing the names of textbooks; markers with assignments and dates in the textbooks if the assignments are not in the planbook; the daily schedule posted near the door and also in the desk; an up-to-date seating chart; the names of monitors, committee members or job holders posted on the chalkboard; and lastly, facts that may be needed about pupils.[28]

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[27]Shirley O'Dea and J. David O'Dea, "Guide for Substitute Teachers," Wisconsin Journal of Education, LXXXV, October, 1952, 14.

[28]Theo M. Day, "You May Be Absent," Instructor, LIX, October, 1950, 6-7.

Somewhat facetiously, Garter[29] says that a special abbreviated plan, noting merely the topic to be covered in each class and the textbooks used, is more valuable than a detailed plan which the teacher has taken home to complete.

Hedden[30] is more specific in her expectations from the regular teacher. She would like a list of names according to seating order, the order of events in the average school day including the opening exercises and seat work, a list of classroom procedures such as how the class is dismissed, whether or not the pupils can sharpen pencils or speak to others during school time, and any special privileges given pupils.

From the foregoing discussion it should be noted that the substitute teachers writing in the literature are explicit and comprehensive, though not always in agreement with each other, in describing the details of the materials they expect the regular teacher to provide for them. The article by Arensman[31] provides another case in point. He expects to find a written schedule of daily routines, information concerning the building and any unusual details of the room or building. The lesson plan should include more than the textbook names and page numbers. He would like to know what has been covered previously that relates to the coming lessons or the next unit

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[29]R. Garter, "Day to Day Substitute; A Neglected Asset," High Points, XXXIX, November, 1957, 78-79.

[30]Theda Pearson Hedden, "Substitute Teacher," Instructor, LVIII, February, 1949, 10.

[31]Ray W. Arensman, "While You're Away," Balance Sheet, XXXII, May, 1951, 397.

and how much material is to be covered each day.

Since a new teacher causes some distraction, the basic classroom routines and procedures should be carried on as much as possible. He would, therefore, like to know the basic procedures in each class; whether there is supervised study, discussions and work problems, or any other techniques that the class is accustomed to.

The administrative details he wants to know are: the method of taking and reporting attendance, handling of returning absentees, location of the seating chart, and the school policy on hall passes or excuses from the room. He expects help with the pronunciation of unusual names and information concerning the pecularities, if any, of the pupils.

If the regular teacher has an attractively decorated and neat room, good discipline, well organized classes, and good relationship between herself and her pupils, Starbuch[32] feels there will be a carry over to the substitute teacher's coming. This works in reverse also--if the substitute teacher allows disorder and has no standard of behavior, the regular teacher returns to find chaos and confusion. If the substitute teacher is busy marking tests and written work the class will remain busier and quieter.

Zook[33] found that a visit by the principal helped to quiet the class and acted as moral support. She also found that though the teacher's roll

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[32]A. Starbuch, "Substitute Speaks," Clearing House, XXXI, March, 1957, 425.

[33]Mary Zook, "Here Comes the Substitute," Journal of Education, CXXXIV, October, 1951, 192.

book and some knowledge of the day's lessons were necessary better yet were the name of a student assistant and a seating chart.

Although the school and the regular teacher can help the substitute teacher by providing many materials and services to help her perform her duties, she, ultimately, must face the class alone. With or without seating chart, lesson plan, handbook, or instruction, she must maintain discipline and provide the educational climate that best fosters learning. The remainder of this section consists of a discussion of the substitute teacher's methods and techniques in the classroom as well as the attitudes and personality traits found by the writers in the literature to be most effective in the substitute teacher's relationships with the school staff and the pupils.

The substitute teacher should be neat in appearance; calm and pleasant, yet forceful in her attitude. Children respond, in the main, to a polite, well-mannered, quiet-spoken teacher who seems to know what it is all about. She should never let the children know she is lost or baffled and never show indecision. She must be ready for any emergency. Little children, especially, do not want an untrained or unsure teacher.[34] Ballard[35] even suggested deliberating starting on the wrong page, announcing it with real authority and with a disregard for waving hands.

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[34]Margaret R. Haig, "Back in Harness," Texas Outlook, XXXVIII, February, 1954, 18-19.

[35]Merlene Ballard, "Substitute Teaching," Instructor, LXVI, September, 1956, 10.

In her relations with other staff members the substitute teacher should be anxious to do more rather than less than what is required. She should be willing to accept suggestions and help, and appear to like something about the school, pupils, and teachers.[36]

The substitute teacher should arrive at least thirty minutes before the children's bell. After registering in the office, she should consult the office bulletin board for notices and talk with the principal or some one in authority concerning the general philosophy of education in the school and the school routines. If she is to be there longer than a day she should consult with the principal regarding subject matter and teaching plans. Since she knows the grade she is to teach, she should have something planned before she enters the room.[37]

McCaughna[38] emphasizes learning about bells, recesses, fire drills and routines before school starts. Most schools, she found, have an information sheet or handbook containing these items, but if not, it is the substitute teacher's responsibility to inquire about them in the office. In the classroom the substitute teacher should take stock of the situation, locate the materials she will need and prepare for the entrance of the children. An

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[36] Mary Hoffman, "Follow These Rules," Illinois Education, XXXVIII, April, 1950, 294-296.

[37] O'Dea and O'Dea, "Guide for Substitute Teachers," 14.

[38] Mary E. McCaughna, "Teacher for a Day; Helps for the Substitute Teacher," Grade Teacher, LXV, April, 1948, 56.

assignment written on the chalkboard previous to the children's entry provides a definite, businesslike beginning to the day and gives the substitute teacher further time to plan and organize the day's procedures.

The authors differ as to the next procedures. Justman[39] recommends explaining about the regular teacher's absence. Rember[40] recommends calling the roll to learn the pronunciation of the children's names but Arthur says, "Never call the roll. Use the chart."[41] The O'Deas[42] recommend visiting with the class. Arthur[43] says that at the ringing of the bell a decisive walk to the door and a firm but quiet closing of it helps establish the substitute teacher.

The substitute teacher should follow as closely as possible the lesson plans and methods of the regular teacher since deviation from the usual routine causes a feeling of insecurity for the class. She should use materials and subject matter of the grade level and use reading techniques appropriate to the grade rather than rely on oral reading in turn. However, if the substitute teacher's stay is to be short, it is better for her to work toward improving the understanding of processes already studied than to

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[39]Dorothy E. Justman, "Tips for Substitutes," Texas Outlook, XXIX, March, 1945, 18.

[40]Kathryn Wolcott Rember and Willa B. Low, "About Substituting," Grade Teacher, LXXI, February, 1954, 51.

[41]Harriet J. Arthur, "Learning to be a Good Substitute," Grade Teacher, LXVI, April, 1949, 14-15.

[42]O'Dea and O'Dea, "Guide for Substitutes," 14.

[43]Arthur, "Learning to be a Good Substitute," 14-15.

present new material.[44]

Special projects requiring messy techniques or materials should be avoided. Personal experiences should not be told unless they have a definite tie-in with the work at hand. The substitute teacher does not fulfill her mission by entertaining the class or by merely keeping the children quiet. She should endeavor to cover the regular amount of work. She should try to make the day enjoyable for the children but should not forget that they enjoy themselves when they feel that they are accomplishing something. Specific work should be assigned for the morrow whether or not the regular teacher is returning.[45]

Of the numerous techniques, recommended in the literature, for controlling a class and maintaining good order and discipline, the use of the seating chart for calling children by name is recommended by Stephenson. "If no chart is available, one should be made immediately. Children should answer questions individually and only when called by name. Mischief makers should be called on to recite. Never allow any one to leave the room and above all keep the class busy.[46]

Lester[47] warns against shouting at the class and eventually being

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[44] O'Dea and O'Dea, "Guide for Substitutes," 14.

[45] McCaughna, "Teacher for a Day," 56.

[46] L. E. Stephenson, "Be Confident," Illinois Education, XXXVIII, April, 1950, 294-296.

[47] Catherine Lester, "Speak Softly," Illinois Education, XXXVIII, April, 1950, 294-296.

outshouted by the students. He recommends that the substitute teacher tell the class, in a low firm voice, what is expected of them and what they can expect.

Scholz[48] says that help should not be requested from the principal as the substitute teacher is thus admitting failure in the thing she was expected to do well--discipline.

If the substitute teacher must get information from the pupils, all authorities agree she should never ask the class as a whole but confer with a bright pupil privately and preferably before class. Arthur[49] says to pick out the most obedient looking child and ask him to bring his book, open to the correct page, to the desk.

All papers, or as many as possible should be collected, marked and left in neat stacks for the returning teacher. This is an effective technique for letting the children know that the substitute teacher is evaluating their work and thus it encourages good discipline.[50]

The substitute teacher should be forearmed with such techniques as a simple song, a few timetested games, some favorite stories and a simple art lesson to use in case a lesson plan is not available or is in too little

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[48]Erna O. Scholz, "Be Mysterious," Illinois Education, XXXVIII, April, 1950, 294-296.

[49]Arthur, "Learning to be a Good Substitute," 14-15.

[50]Cathryn Rember and Low, "About Substituting," 51.

detail.[51] Gordon[52] relies on arithmetic problems in the fundamental processes which she has ready. This simple drill encourages the class and is valuable as all classes need more work in adding, subtracting, multiplying, and dividing. A substitute teacher whose special talents lie in music, art or even physical education should slant her program in that direction.

Many of the articles advise leaving a written report for the returning regular teacher. This report should include the work covered, list of pupils absent or tardy, all papers collected, names of uncooperative pupils, milk money, where the class stopped reading, pupil assignments and anecdotal notes.

Day[53] includes the names of the most cooperative children in her report and Propeck includes "constructive criticism to assist the regular teacher in formulating more effective future plans for substitute teachers."[54]

Several authors warned against the substitute teachers expressing opinions, especially to other teachers, of any teacher's class room.

Hedden says, "The final rules for the substitute teacher are to look for and applaud the good she finds in each new situation and to keep quiet about the things she disapproves."[55]

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[51]George Propeck, "Substitute Takes the Class," School Executive, LXXIV, March, 1955, 90-92.

[52]A. Gordon, "Tricks Up a Substitute's Sleeve," Instructor, LXVI, February, 1957, 88-89.

[53]Day, "You May Be Absent," 6-7.

[54]Propeck, "Substitute Takes the Class," 90-92.

[55]Hedden, "Substitute Teacher," 10.

In this second subdivision of the section investigating articles in the literature written by substitute teachers, the methods and materials used by the schools to help the substitute teacher and those by which the substitute teacher can help herself, were reported. It was found that an instruction sheet or handbook received on arriving is necessary to orient the new arrival to the school, its procedures and policies, its routines and its lay-out. Introductions to the principal and various staff members and an escort to the classroom are services greatly appreciated by substitute teachers. Explanations of the instruction sheet and aid in locating the materials in the classroom facilitate the understanding of the local procedures and conserve time.

The neatness and orderliness of the classroom and the attitude of the students are stressed as positive indications of the ability and effectiveness of the regular teacher and the carry-over insures effective teaching and learning in her absence. Conversely, inefficient work on the part of the substitute teacher tends to cause problems and difficulties for the regular teacher on her return.

The regular teacher should have her attendance book, grade book, routine instructions, lesson plans and seating chart readily available. The instructions should contain bulletins, schedules, instructions, procedures and routines that will help the substitute teacher teach the class with minimum change from the usual established pattern.

The lesson plan is a valuable tool of the substitute teacher. Although there is a difference in opinion as to its length and comprehensiveness, few deny its necessity. A minimum type of plan would be place markers in

textbooks. The seating chart is another valuable device. Without it the substitute teacher finds maintaining discipline to be difficult or impossible and consequently there is little effective teaching accomplished.

Other highly recommended materials are desk copies of textbooks, the names of pupil helpers and the time allotment chart. The helpers are valuable in assisting in room routines and locating materials. The time allotment chart is indispensible in timing lessons and in understanding the bell signals and thus avoiding disorder and confusion.

The substitute teacher, as seen by substitute teachers and others writing in the literature should be neat, pleasant, polite and soft spoken, but also calm, confident, resourceful, and forceful. She should arrive at the school early, gather essential information in the office and be in her room prepared and waiting when the children enter. She should get acquainted with her class quickly and start the days work promptly.

She should not deviate from the program laid out for her by the regular teacher but she should be able and ready to teach effectively if none is available. This entails finding materials, textbooks and places in the books without creating discipline problems and wasting time. Her methods should be suited to the grade and subject. She should be armed with simple techniques such as games, songs, and stories, to fill in between classes or whenever necessary.

She is expected to control her class. This probably is best done through her own poise and personality, by avoiding disturbing elements, and by doing the right thing at the right time. She should process all written work handed in and leave it with a comprehensive report of the day's

activities for the regular teacher. Finally she should not criticize the school or the absent teacher to anyone.

C. Handbooks for Substitute Teachers

Many school systems have prepared handbooks for the orientation of their substitute teachers. These handbooks contain information concerning physical plants, philosophy and goals, administrative procedures, and professional information relating the schools' and the substitute teachers' responsibilities to each other. Since this paper is concerned with the working relationships between the regular teacher and her substitute, the pertinent sections of the handbooks, namely those dealing with the responsibilities of the school and the regular teachers toward the substitute teachers and those dealing with the responsibilities of the substitute teachers, will be reported.

In general, the various handbooks are in accord in designating the responsibilities of the various individuals; they differ only in the number and variety of details.

To make the substitute teacher's stay pleasant, profitable, and effective, the school has certain responsibilities. These are divided among the office, the principal, and the teachers. The office should provide the substitute teacher with schedules for both the regular sessions and whatever special occasions might arise during her stay. Mimeographed instruction sheets containing lists of school routines should be available. The information contained in these sheets should include special duties, absence reports, permits, bell schedules, lunch-hour regulations and procedures in

cases of disciplinary matters.[56]

The principal should assign some staff member as a host or hostess, who will direct the visiting teacher to her classroom, answer any questions she might have, accompany her to lunch if possible, and see that she is introduced to other members of the staff.

In the St. Paul handbook[57] the principal is directed to take the substitute teacher to the room to which she is assigned, locate the regular teacher's instructions, and make available such supplies as may be needed. He should, also, introduce the children to the substitute teacher.

MacVittie[58] includes, among the responsibilities of the principal, seeing that the substitute teacher is given assistance by the faculty, knows the location of the faculty lounge, knows the non-classroom duties, assumes all the responsibilities of the regular teacher, carries on the regular work, and uses good pupil control. The principal is further responsible for seeing that the substitute teacher knows the procedures for fire and other emergency drills, the correct procedures in case of accidents and how to keep the attendance record accurately.

Although the handbooks clearly define the duties of the principal in

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[56] Lakewood Public Schools, Handbook for the Daily Substitute, Lakewood, Ohio, September, 1948.

[57] St. Paul Public Schools, Substitute Teacher Handbook, St. Paul, Minnesota, January, 1957.

[58] Robert William MacVittie, Handbook For Substitute Teachers, Burgess Publishing Company, Minneapolis, 1956, 17.

respect to the substitute teacher, they are even more definite in defining the responsibilities of the classroom teacher. It is her responsibility to keep a lesson plan along with other information regarding room and extra-curricular activities always accessible either in the desk or in some known place where they can be obtained without difficulty. Keys to rooms, desks, and cabinets should be available. The teacher should leave a pupils' seating chart upon her desk. Monitors and class officers should know what assistance they should be ready to give a substitute teacher.

Other items, the providing of which is the responsibility of the regular teacher, include a library schedule with plahs for the use of the library; a schedule of music, art and physical education classes, as well as plans for these activities; a list of instruction groups in the room showing names of pupils and special seating arrangements; instructions for fire drill; the bell schedule; recess schedule; the entrance used by the pupils; the auditorium seating for assemblies; special assignments of the regular teacher such as hall duty, lunchroom duty, and recess duty; names of pupils who buy milk, and instructions for the handling of payments; regulations for obtaining supplies; school regulations regarding accidents; and a schedule of pupils having building duties such as patrol, office, and the like.[59]

The regular teacher should resume her work at the point where the substitute teacher left it, even though it has varied somewhat from what she

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[59] St. Paul Public Schools, Substitute Teachers Handbook, 6.

would have done. Coordinating the work of the regular teacher with that done by the substitute teacher creates in the minds of the pupils, the impression that the substitute teacher is a vital factor in the school program.

Creating a proper attitude toward the visiting teacher is the responsibility of all staff members but especially of the regular teacher. Teachers should never criticize nor make light of a substitute teacher's work in the presence of pupils nor voice to a class dissatisfaction with what may have been done. If, however, the substitute teacher's work deserves criticism or involves the welfare of the school, such objections should be registered with the principal on an objective, professional basis. Teachers should recognize the substitute teacher as an important factor in the educational program. They should realize that the educational welfare of boys and girls is involved in the success or failure of a substitute teacher.

The responsibilities of a substitute teacher are defined in the various handbooks. She is expected to preserve the regular routine of the class and to perform all the duties of the absent teacher.

The substitute teacher should be prompt in arrival. If she is prompt, she will be able to assemble more readily the materials needed for the day and receive the necessary instructions from the principal. She should mark and record any assigned work for the day. The substitute teacher should follow the assignments of the regular teacher where that is possible. In some cases, it may be advisable to use some other activity rather than to attempt to finish a special assignment or introduce a new process. She should not resort to giving a written lesson unless such a lesson can be

justified by an educational objective or as a logical part of a lesson pattern. A written lesson should never be given as a stop-gap.[60]

All bulletins, notes or information received while the substitute teacher is in charge should be kept for the regular teacher. The room should be kept in order. Temporary work should be erased from the chalkboard. A note should be left in the teacher's planbook explaining what has been accomplished and commenting on the work of the class.

The substitute teacher should experience the full cooperation of all pupils and should help insure this cooperation by making the day worthwhile and productive. She should take time to start the day right since the day may be won or lost in the first ten minutes. She should be alert to see that the class is orderly and the materials ready. By using the seating chart, she should learn the pupils' names. She should write her own name on the chalkboard and pronounce it for the pupils. She should avoid too much talking and wasting time. She should not threaten the class. She should adhere to the regular schedule and routine of the room. The substitute teacher must recognize that she has the responsibility of making a valuable contribution to the lives of the children even though for only one day.[61] The substitute teacher holds a professional position and she should prepare adequately for her daily work. It is her responsibility to keep abreast of developments in her profession.

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[60]Lakewood Public Schools, Handbook For The Daily Substitute, 10.

[61]St. Paul Public Schools, Substitute Teachers Handbook, 9.

The substitute teacher is responsible for the conduct of the children of her classes. She should not expect the regular teacher to take over disciplinary action when she returns to school. This technique disturbs relationships between the regular teacher and the pupils and causes pupil resentment against the substitute teacher. Where and as special problems arise, she should feel free to turn for help to the principal's office. She should not feel that such a request for help is in itself a reflection upon her ability or that it will be so considered by the principal.[62]

Professional etiquette requires that the substitute teacher should not criticize the work of the school. The reasons for school regulations may not always be appreciated by an individual who did not participate in their development. Particularly objectionable is gossip and tale-bearing from school to school.

In this brief review of the literature it will be noted that although a few studies have been made of the administration of the substitute teacher service, very little has been done to investigate the substitute teacher's working relations with the local school staff. Most of the data found were contained in articles written by substitute teachers and published in professional journals. Since these are concerned with personal experiences and observations they are valuable but probably biased source materials. The third source of information, handbooks of various school systems, is valuable

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[62]Elizabeth Public Schools, Information For Substitute Teachers, Elizabeth, New Jersey, 1952, 11.

in providing an official statement of what should be general practice.

The material in Chapter II was divided into three sections, one section being devoted to each of the types of literature available on the subject as described above.

The first two sections investigated the difficulties encountered by or caused by the substitute teachers and the solutions suggested. The third section investigated the responsibilities of the substitute teachers and the staff members of the schools to each other. All of this information will be considered in the solution sought to the main problem of this study, improving the working relations between the regular and substitute teachers in the Chicago public elementary schools.

CHAPTER III

REPORT OF RESULTS AND INTERPRETATION OF DATA

A tabulation and an interpretation of the data gathered in the study are contained in this chapter. A section is devoted to each of the instruments used.

Section A consists of a report and an interpretation of the data compiled from the questionnaires returned by substitute teachers. The questionnaire was designed to gather information concerning the prevalance and value of certain practices involving the substitute teachers in the schools, such as the materials and services provided, the work of the substitute teacher, and the cooperation of the school staff.

Section B consists of a report and an interpretation of the data gathered in interviews with substitute teachers. These interviews were intended to supplement and validate the information gathered by the questionnaire study of the substitute teachers.

Section C consists of a report and an interpretation of the data gathered in interviews with regular teachers. These interviews were intended to provide information concerning the materials and services available to the substitute teachers, the attitude of the regular teachers toward their substitutes, the work accomplished by the substitute teachers, and the ways in which the working relationships between the regular teacher and her

substitute might be improved.

To facilitate tabulation in the tables of this chapter, the essential part of each question was expressed in a short phrase or key phrase. The questions and related key phrases are included in Appendix C. The questions are numbered as on the questionnaire.

All percentage figures in the text concerning the tables in this study have been rounded to the nearest whole number.

A. Report of Responses to Questionnaires by Substitute Teachers

The first part of the questionnaire consisted of forty-one questions concerning materials and services provided by the school, the regular teacher or the substitute teacher. The respondents were asked to indicate whether a given practice had been encountered at their latest substituting assignment, and whether it was or would have been of considerable, or of little or no help to the substitute teacher. A detailed tabulation of these responses is contained in Appendix D.

The following three tables contain data compiled from the responses to the first part of the questionnaire. In each table the first column contains the question or item number, the second column the key phrase, the third column the percentage of respondents who thought the practice to be of considerable help, the fourth column the percentage of respondents who thought the practice to be of little or no help, the fifth column the percentage of respondents who encountered the practice in their last assignment, and the last column the percentage of respondents who did not encounter the practice.

Table I contains a listing of the reported frequency and estimated value of certain materials and services the provision of which is generally considered to be the responsibility of the school or of the principal.

Under the responsibility of the school, the most valued practice was the provision of a bell schedule (Item eight). It was ranked first by 94 per cent of the respondents. However, in actual practice, it was available only 63 per cent of the time. In a modern highly organized school, with numerous bells ringing for entrances, periods, recess, fire drills, air raid drills, and dismissals, and with the signals varying from building to building, it is difficult to understand how a visiting teacher can avoid disorder and the resulting discipline cases when kept ignorant of the bell system.

The next most valued practice was the provision of a list of emergency procedures. (Item fifteen) In today's large, crowded schools, emergencies arise that must be handled quickly and efficiently. Almost 92 per cent of the respondents felt that instructions as to procedures in emergencies were or would have been of considerable help; the information was available in 70 per cent of the cases. It appears that, in the opinion of the substitute teacher respondents, all principals should make such vital information readily available, and also that the substitute teachers' attention should be directed to it.

It would seem that the keys to the room and closets are essential to a substitute teacher. Eighty-nine per cent of the respondents felt that they were necessary and in 90 per cent of the cases they were available. Of all

TABLE I

FREQUENCY AND VALUE OF CERTAIN MATERIALS AND SERVICES PROVIDED FOR SUBSTITUTE TEACHERS BY THE SCHOOLS AS REPORTED BY SUBSTITUTE TEACHERS IN THE QUESTIONNAIRE STUDY

Practices	Value		Frequency	
	Of Considerable Help	Of Little or No Help	Encountered	Not Encountered
(8) Bell schedule	94.1	5.9	63.0	37.0
(15) Emergency Procedures	91.7	8.3	66.9	33.1
(5) Room keys	89.0	11.0	90.4	9.6
(3) Instructions-handbook	87.9	12.1	43.1	56.9
(38) Study guides	86.8	13.2	74.4	25.6
(41) Help offered	86.4	13.6	75.2	24.8
(6) Desk keys	85.8	14.2	82.7	17.3
(34) Return of regular teacher	85.4	14.6	75.0	25.0
(2) Meeting teachers	82.2	17.8	69.6	30.4
(31) Help with discipline	80.2	19.8	42.0	58.0
(20) Special activities	80.0	20.0	44.6	55.4
(30) Teacher sponsor	75.2	24.8	24.8	75.2
(1) Meeting principal	71.4	28.6	73.8	26.2
(39) Faculty meetings	64.9	35.1	52.7	47.3
(4) Plan of building	63.7	36.3	12.2	87.8
(33) Principal visits	63.1	36.9	59.3	40.7
(22) Meeting students	62.7	37.3	31.3	68.7
(32) Report form	54.9	45.1	6.8	93.2

the items on the questionnaire, this item ranked first in frequency of practice but it ranked only thirteenth in value.

Every school differs from all others in lay-out, procedures, and routines. Information relative to these varying characteristics can be most readily disseminated by means of a handbook or some modification thereof. In Item three was asked, "Were you provided with a list of instructions (possibly a handbook) dealing with school routines?" Almost 88 per cent of the respondents found this was or would have been of considerable help, but it was available in only 43 per cent of the cases.

Almost 87 per cent of the respondents felt that courses of study or study guides were or would have been of considerable help to them (Item thirty-eight). They were available in 74 per cent of the cases.

To Item forty-one, "Did any regular teacher offer to help you?" 75 per cent answered yes and 86 per cent felt it was or would have been of considerable help. It would seem that the great majority of regular teachers, possibly remembering their own days of substituting and the difficulties involved, go out of their way to help the substitute teachers.

It has been noted that substitute teachers in their writings, have expressed the feeling that they should be notified as quickly as possible as to the length of their stay at a school so that they might prepare materials and lessons accordingly. The failure of the school to provide this service results in uncertainty as to the length of lessons, assignment of homework, and the preparation of advanced materials, with the resulting unsatisfactory classroom situation. Adequate notice of the return of the regular teacher

was received by 75 per cent of the respondents (Item thirty-four), although 85 per cent felt that it was or would have been of considerable help.

If as in most schools, storage cabinets are kept locked, it is difficult to understand how anyone without keys would have access to the needed supplies, textbooks, and materials to teach efficiently. They were available to only 83 per cent of the individuals and almost 86 per cent of the respondents felt they were or would have been of considerable help.

In a large city school system a substitute teacher usually comes to a school as a total stranger, knowing neither children, staff nor the school plant. Her efficiency could be enhanced if she were introduced to teachers in nearby classrooms who are acquainted with her class and who may be a valuable source of advice and help to her. Of the substitute teachers responding to Item two, 82 per cent felt that meeting teachers in nearby rooms was or would have been of considerable help to them. In 70 per cent of the cases they were introduced to neighbors.

Substitute teachers often find their greatest difficulties lie in the area of discipline. Eighty per cent felt that the information suggested in Item thirty-one "Were you informed of the individual to whom you could go for help with discipline?" was or would have been of considerable help but only 42 per cent were so informed. Most of the schools seem to be failing to provide this needed help to teachers who are in greatest need of it--the substitutes.

Many schools have organizations peculiar to themselves, such as homogeneous reading classes at certain hours and special remedial classes, at

which times members of the class or possibly the teacher may be required to move to another room, or a new class from different grades and rooms may confront the substitute teacher. Notification of such routine procedures was or would have been of considerable help to 80 per cent of the respondents but only 45 per cent found it available.

Some schools have a well-organized sponsor or "Buddy" system in which the rooms are paired and the assigned teacher is expected to sponsor and help any substitute or new teacher in the room paired with her own. This system was encountered by only 25 per cent of the substitute teachers who served as subjects in this study yet 75 per dent of them stated that it was or would have been of considerable help.

Meeting the principal before school so that relevant information about the school and class could be given to the substitute teacher is recommended in the literature and 71 per cent of the respondents indicated that it was or would have been of considerable help. Seventy-four per cent did so meet the principal. It is interesting to note that although nearly three-fourths of the substitute teachers who answered the question thought that meeting him was or would have been of considerable help, a considerable group, 29 per cent, felt it was or would have been of little or no help.

A substitute teacher is a professional associate of the regular teachers and, for a day at least, is a member of the faculty with all the responsibilities and duties implied. In an attempt to measure the school staff's acceptance of her as a professional co-worker, Item thirty-nine, "Did you attend any faculty meetings?" was asked. Sixty-five per cent felt that it

was or would have been of considerable help and 53 per cent had attended these meetings.

In the large schools of Chicago a strange teacher often has difficulty finding her classroom as well as other important areas such as lunchroom, washrooms, and restrooms. Item four, "Were you provided with a floor plan of the building?" was answered by 64 per cent who said it was or would have been of considerable help but in only 12 per cent of the cases was such a plan available.

Sixty-three per cent of the substitute teachers felt that a visit to the class during the day by the principal was or would have been of considerable help. In 59 per cent of the cases the principal did visit the room.

It is considered good practice to have some member of the faculty introduce the substitute teacher to her students. This practice was reported to be of value by 63 per cent of the respondents. Only thirty-one per cent reported that they had been introduced to their classes on their last assignments.

When the regular teacher returns from her absence she must find out what activities the class has engaged in, what learning has resulted, and how much of the lesson plan has been covered. A report form on which the substitute teacher could report her accomplishments and other pertinent information, although recommended in the literature, ranked last of all the items on the questionnaire in value, although 55 per cent of the respondents felt it was or would have been of considerable help. It also ranked last in frequency of occurrence since only 7 per cent of the respondents found it in the schools. This very valuable device for coordinating the work of

substitute and regular teachers appears to be practically nonexistent in Chicago.

Certain practices listed in the first part of the questionnaire are generally considered to be under the responsibility of the regular classroom teacher. The responses of the substitute teachers indicating the prevalance and value of these practices are listed in Table II.

Among the materials and services, the provision of which is regarded as the responsibility of the classroom teacher, Item nineteen, the sufficiency of supplies ranked first in value. It also ranked first of all the items on the questionnaire, since 98 per cent of the respondents found it was or would have been of considerable help. It ranked second in frequency being present in 88 per cent of the cases.

An up-to-date seating chart has long been recognized as an indispensable asset in crowded classrooms. The teacher's ability to call children by name has a salutary effect on discipline. This item, ranked second in value by 95 per cent of the respondents, was available to only 74 per cent of them.

An adequate supply of pertinent textbooks, Item twenty-one, was ranked third in importance and value by 95 per cent of the substitute teachers who answered the question; however, it was ranked fifth in actual occurrence by 83 per cent.

Ninety-two per cent of the substitute teachers felt that a lesson plan or outline of the work to be covered was or would have been of considerable help but in only 66 per cent of the cases was it present. This item ranked fourth in importance. If the function of the substitute teacher is to carry

TABLE II

FREQUENCY AND VALUE OF CERTAIN MATERIALS AND SERVICES PROVIDED FOR SUBSTITUTE TEACHERS BY REGULAR TEACHERS AS REPORTED BY SUBSTITUTE TEACHERS IN THE QUESTIONNAIRE STUDY

Practices	Value		Frequency	
	Of Considerable Help	Of Little or No Help	Encountered	Not Encountered
(19) Sufficient supplies	97.8	2.2	88.0	12.0
(7) Seating chart	95.0	5.0	74.0	26.0
(21) Textbooks	95.0	5.0	83.0	17.0
(9) Lesson plan	92.5	7.5	66.4	33.6
(13) List of helpers	92.5	7.5	35.3	64.7
(10) Time allotment	91.9	8.1	84.5	15.5
(16) Dismissal routines	91.0	9.0	30.1	69.1
(37) Pupils leaving class	90.1	9.9	35.1	64.9
(23) Student preparation	89.2	10.8	46.1	53.9
(14) Grouping	88.6	11.4	39.4	60.6
(36) Pupil ability	81.7	18.3	33.6	66.4
(12) Personal information	80.9	19.1	16.8	83.2
(11) Handling collections	79.7	20.3	21.8	78.2
(35) Room organization	71.1	28.9	23.5	76.5
(17) Records and reports	69.0	31.0	23.0	77.0
(18) Sample paper	66.1	33.9	11.3	88.7
(40) Method of marking papers	59.6	40.4	9.2	90.8
(24) Scheduled tests	55.7	44.3	12.2	87.8

on the work of the regular teacher and the education of the pupils with a minimum of interruption, it seems obvious that she should be informed of the work the class is doing, the materials to be used, where the class is in the course of study, and what is to be accomplished. The accepted method of accomplishing these ends is by use of the lesson plan. The regular teacher's work is considered to be more effective if it is carefully thought out and planned ahead. The absence of a lesson plan in 34 per cent of the cases may indicate careless and unplanned teaching by the regular teacher and, especially in her absence, a condition which would result in wasted time for her class.

A substitute teacher confronting a strange class in a strange building, must acquaint herself with many procedures, new faces, and location of materials. At the same time she must control and teach her class. Under these circumstances she has little time to read and assimilate the instructions left for her. Pupil helpers or hosts can provide valuable assistance in locating supplies, explaining routines, and other procedures. They are of great value in relieving the substitute teacher of the petty classroom detail. Ninety-two per cent of the respondents felt that such helpers were or would have been of considerable help yet only 35 per cent found them available.

In Chicago schools, a time allotment chart or daily program of classes is printed in the planbook and is expected to be posted on the bulletin board of each classroom. This printed form allocates the amount of time during each day to the several areas of study and may be considered the teacher's program. Although it is impossible, and in fact not desirable,

for a teacher to plan her day minute-by-minute in a rigid, unyielding schedule, a general time distribution chart showing the approximate time allowed to each area of the curriculum is regarded as a classroom necessity. If it is available and is followed by the substitute teacher, it should provide for the orderly continuity of the pupils' day. It was present in 84 per cent of the cases and almost 93 per cent of the substitute teachers found it was or would have been of considerable value.

Discipline problems in classrooms are often caused by small things; disorder in corridors and in passing lines often upsets nearby classes. Ninety-one per cent of the substitute teachers felt that information concerning routines for dismissals and recess were or would have been of considerable help, yet such instructions were available in only 30 per cent of the cases.

Because of today's enriched curriculum children often leave the classroom, alone or in groups, for special instruction, remedial work, or for other valid reasons. A substitute teacher not knowing these special circumstances might be imposed upon by aggressive pupils, or she might act indecisively. Ninety per cent felt that information on these special passings was or would have been of considerable help, yet this information was available in only 35 per cent of the cases.

Articles in the literature point to the value of the regular teacher preparing her class for receiving and working with a substitute teacher. It is felt that such preparations insures that rapport between the children and the new teacher is immediately established, and the day's work is more likely to be accomplished smoothly and efficiently. The regular teacher in

teaching courtesy to her class should stress the fact that respect is due all teachers including substitute teachers, and that the children's own welfare and education depend on their cooperation with the substitute teacher. In responding to Item twenty-three, only 46 per cent of the respondents felt that the class had been prepared for working with a substitute teacher, but 89 per cent felt it was or would have been of considerable help to them.

It is a truism in education that children in a class vary widely as to achievement and ability in the various subjects and, therefore, to be taught effectively they should be grouped according to ability and need. Information as to grouping within the class was or would have been of considerable help to 89 per cent of the responding substitute teachers, yet it was available in only 39 per cent of the cases. Comments by respondents indicated that grouping is almost universal in the primary grades but, within their experience, is seldom if ever practiced in the intermediate and upper grades.

Even in a well-conducted lesson by a teacher acquainted with the class, there are occasions when discussion and activity become perfunctory. A question directed to a bright student often revives the class interest and stimulates the discussion. In most classes there are students who need special help and others who can work effectively by themselves or in small groups. The regular teacher or the long term substitute teacher knows these special cases. The one-day substitute teacher does not. Item thirty-six asked "Was there any indication of pupil ability?" with the accompanying explanation "A superior student to stimulate a lagging discussion; a slow student who needs help". This information was or would have been of considerable help to 82 per cent of the respondents but only 34 per cent found it

available. Since this important information could easily be placed on the seating chart, and there be made readily available to the relief teacher, it seems inexcusable that it was found not to be present two-thirds of the time.

Teachers are often asked to handle money collected from the children either regularly, as for milk and lunches, or on special occasions such as for the Community Fund. Eighty per cent of the respondents felt information concerning collections was or would have been of considerable help but only 22 per cent received any. These collections, especially in the primary grades, are onerous and time consuming and, if not well organized and routinized, can cause disorder. It would seem that schools would have standing instructions concerning them. However, it is quite possible that these instructions are issued when needed and that many of the respondents were at schools at a time when the need did not arise.

It is the duty of the public schools to teach children how to be good citizens in a democracy. Some training in democratic procedures is provided by classroom organizations with officers such as chairman and president. These organizations are a help to the substitute teacher in providing a measure of control and in regulating pupil activities while she is getting her bearings and orienting herself to the situation. Item thirty-five concerned the value of such organization to a substitute teacher. Although only 23 per cent of the respondents found such organizations in practice, 71 per cent felt that they were or would have been of considerable value.

Substitute teachers can be saved from embarrassing situations by being provided with important personal information about children in their classes. The knowledge that James is in the first seat because of a hearing difficulty

or that Sam is highly emotional would seem to be of great value. In answering Item twelve, 81 per cent of the respondents found this information was or would have been of considerable help, but only 17 per cent received it. Many regular teachers seem to be failing to relay important information to their relief teachers.

The making of records and reports is only rarely considered to be in the province of the substitute teacher, yet 69 per cent felt that directions for making records and reports were or would have been of considerable help to them. Only 23 per cent received this information.

Since slight variations from established classroom routines often upset classes, Item eighteen "Was there a sample paper showing headings, margins, etc.?" was asked. Sixty-six per cent of the respondents thought it was or would have been of considerable help, but in actual practice it existed in only 11 per cent of the cases.

The information supplied in answers to Item forty, "Were there directions for marking papers and tests?" indicated that 60 per cent of the respondents felt these directions were or would have been of considerable help, but it was available in only 9 per cent of the cases.

Fifty-six per cent of the substitute teachers felt that scheduled tests, if given by them were or would have been of considerable help but in only 12 per cent of the cases were they provided. Substitute teachers writing in the literature have claimed that administering tests increases their stature in the eyes of the pupils and that the omission of scheduled tests would tend to break the continuity of instruction. These data do not seem to substantiate this claim.

To determine the materials and methods used by substitute teachers in their classes, five questions were inserted in the questionnaire. The frequency and value of these techniques is indicated by the tabulation of the responses listed in Table III.

"Did you encourage the children to discuss materials with the class (social recitation)?" was one of the questions inserted to discover the substitute teachers' methods of teaching. Eighty-nine per cent thought it was or would have been a helpful technique and 86 per cent used it. It is a common criticism of substitute teachers that their methods consist chiefly of having the children do busy work. The response to this item would tend to indicate otherwise.

Item twenty-eight "Did you try to keep the class together on one lesson or unit?" was another question designed to study the methods used by substitute teachers. Many teachers feel that a weak or inexperienced teacher can best control a class by keeping it together, starting each lesson as a group and finishing as a group. Modern educational practice, however, stresses the uniqueness of the individual and grouping for instruction within the class. Responses to this item may, therefore, be open to some question. Eighty-four per cent of the respondents felt that keeping the class together on each lesson was or would have been of considerable help and 86 per cent did keep the class together.

TABLE III

FREQUENCY AND VALUE OF CERTAIN MATERIALS AND METHODS USED BY SUBSTITUTE TEACHERS AS REPORTED BY THEM IN THE QUESTIONNAIRE STUDY

Practice	Value		Frequency	
	Of Considerable Help	Of Little or No Help	Encountered	Not Encountered
(27) Social recitation	89.4	10.6	86.3	13.7
(28) Keeping class together	84.0	16.0	85.6	14.4
(29) Sub's own materials	77.0	23.0	69.8	30.2
(26) Unit teaching	67.8	32.2	58.7	41.3
(25) Audio-visual materials	66.4	33.6	52.0	48.0

Recognizing the fact that a substitute teacher may at times be confronted with a class while lacking a lesson plan or proper materials, they were asked, "Did you bring any activity or seat work to use in case none were available?" Seventy-seven per cent felt that having a "bag of tricks" was or would have been of considerable help and 70 per cent had their own devices ready. It would seem that the remaining 30 per cent believed they would never encounter such a situation, felt competent to improvise, or were lacking in foresight.

In another attempt to ascertain the methods used by substitute teachers, the question "Did you teach the class by the Unit Method?" was asked. There may be some doubt as to the validity of the item since it received the highest number of non-responses, seventeen or 12 per cent. The substitute teachers may not have understood what was meant by Unit Method. However, 68 per cent of those answering felt using it was or would have been of considerable help and 59 per cent claimed to have used the method.

If the classroom routines and procedures are to be as nearly normal as possible during the absence of the regular teacher, audio-visual materials should be used if scheduled. However, there appear to be two conflicting opinions as to their use by substitute teachers. Some schools feel that substitute teachers misuse and mishandle this expensive and delicate equipment and therefore do not provide it, while other schools approve its use. Sixty-six per cent of the respondents to the item "Did you use scheduled films or film strips in your class?" felt their use was or would have been of considerable help. Fifty-two per cent did use the materials when scheduled. Forty-eight per cent did not have access to them.

The second part of the questionnaire consisted of questions concerning: the coverage of the regular teacher's lesson plan by the substitute teacher, the amount of written work that she processed, and the attitude of the members of the school staff and of the children toward her. The responses to these questions are tabulated in the two following tables.

Table IV contains a tabulation of the reports of the substitute teachers on their coverage of the lesson plans and processing of the seatwork.

TABLE IV

COVERAGE OF CLASSWORK BY SUBSTITUTE TEACHERS AS REPORTED BY THEM IN THE QUESTIONNAIRE STUDY

Classwork	Amount Covered In Percentages				
	All	More Than Half	Less Than Half	None	None Available
1. Lesson plan covered	42.1	33.3	0.8	0.0	23.8
2. Homework corrected	34.5	17.0	1.4	10.0	37.1
3. Seatwork corrected	59.8	20.9	6.9	6.2	6.2

Many regular teachers have been known to complain that substitute teachers do not follow the lesson plans in that they go ahead too rapidly, lag far behind, or ignore the plan entirely. To determine what substitute teachers did with the lesson plans of the regular teachers, the substitute teachers were asked to indicate how much of the work that the regular teacher's plan called for they had covered.

It was learned that a lesson plan was not available for thirty or 24 per cent of the respondents. Of those substitute teachers who had a lesson plan available, 42 per cent covered all of the plan, 33 per cent covered more than half but not all of the plan, and less than one per cent covered less than half of the plan. No substitute teacher reported not working on the plan. It is to be noted that 24 per cent of the substitute teachers replying to

this question and 34 per cent of those replying to Item nine (Table II) reported no plan available.

The responses to these questions indicate that substitute teachers are forced to teach without a lesson plan in approximately one-third of the cases. When a lesson plan is available, they claim to follow it and cover most or all of it. Since they are totally unfamiliar with the lesson plan and with the classroom setting in which the plan must be followed, this achievement is commendable.

Returning regular teachers complain of the unprocessed "mountain" of papers awaiting them. To determine the amount of written work, both homework and seatwork, that was processed during the day, the substitute teachers were asked to indicate how much of this written work they corrected.

All of the homework was reported to be corrected by 42 per cent of the respondents, more than half but not all was corrected by 17 per cent, less than half was corrected by 1 per cent, and none of it was corrected by 10 per cent.

All of the seatwork used during the day was reported to be corrected by 60 per cent of the responding substitute teachers, more than half but not all was corrected by 21 per cent, less than half was corrected by 7 per cent, and none of it was corrected by 6 per cent.

The regular teachers have some ground for their criticism since 10 per cent of the substitute teachers corrected none of the homework and 6 per cent corrected none of the seatwork. When it is remembered, however, that the substitute teacher is teaching strange children from an unfamiliar plan, that she must learn new procedures and routines and conform to them, it is

surprising that 80 per cent of the time all or more than half of the seatwork is corrected and 51 per cent of the time all or more than half of the home work assigned by the regular teacher is corrected.

The substitute teachers were asked to indicate what they felt to be the attitude of the members of the school staff and of the children toward them: whether it was friendly, unfriendly, or indifferent. The responses are tabulated in Table V.

TABLE V

ATTITUDE OF STAFF MEMBERS AND CHILDREN TOWARD SUBSTITUTE TEACHERS AS REPORTED BY THE SUBSTITUTE TEACHERS IN THE QUESTIONNAIRE STUDY

	Percentages		
	Friendly	Unfriendly	Indifferent
Clerk	84.2	0.0	15.8
Principal	80.5	0.0	19.5
Other teachers	81.2	3.0	15.8
Children	86.8	4.4	8.8

The vast majority of the substitute teachers reported that at their last assignment the attitude of the school staff and of the children was friendly. Three per cent of the respondents found their fellow teachers unfriendly and 4 per cent found the children unfriendly. Indifference was encountered more often than unfriendliness. Sixteen per cent of the respondents reported the clerks indifferent, more than 19 per cent reported

principals indifferent, 16 per cent reported the regular teachers indifferent, and 9 per cent reported the children indifferent.

The third part of the questionnaire consisted of a page containing four general questions. The substitute teachers were directed to write comments concerning their preferences as to types of lesson plans, treatment of discipline problems, methods of reporting the day's activities to the regular teachers, and finally, suggestions for improving the working relationships between themselves and the regular teachers.

As often happens in this type of question some interpretation and editing of the responses was necessary. The five tables immediately following contain the answers of the substitute teachers to these four "write-in" questions.

The substitute teachers were asked to comment on the type of lesson plan they preferred that the regular teachers leave for their use. One hundred twenty-seven responded with a wide variety of suggestions and comments. Table VI contains a tabulation of these responses grouped into three general groups.

It was learned that almost 47 per cent of the substitute teachers who expressed a preference preferred detailed specific plans, 40 per cent preferred general plans, and more than 13 per cent preferred varying types.

Of the substitute teachers who expressed a preference for general plans a large group, about 13 per cent, liked plans written in the teacher's planbook provided by the Board of Education, probably because the planbook being city-wide in use is familiar to them and would require little time to interpret and understand.

TABLE VI

TYPES OF LESSON PLANS REPORTED MOST USEFUL BY THE SUBSTITUTE TEACHERS IN THE QUESTIONNAIRE STUDY

Type of Plan		Percentage	
General plan		27.5	
Planbook		12.6	
	Sub-total		40.1
Detailed plan		44.0	
Special plan		2.4	
	Sub-total		46.4
Markers in textbooks		7.1	
Review		2.4	
Previous plans		0.8	
None (Kindergarten)		0.8	
	Sub-total		13.5

Some of the respondents stated a preference for outlines. Several of them explained that a plan is a personal thing and a good plan for one teacher might be a poor plan for another. They felt that detailed plans might stress items with which they had only a vague acquaintance or methods with which they felt insecure. Some expressed confidence in their own ability to provide the details for a general plan.

Most of the respondents did, however, indicate a preference for detailed, specific plans. Thirty-eight specifically stated "detailed" plans, and three wanted "special plans for substitute teachers".

Many schools feel that a substitute teacher can not do justice to the regular teacher's lesson plan. The visiting teacher stresses materials of

little importance or those which have been adequately covered, or she may neglect important points. In some schools each teacher is required to keep in addition to her planbook, a special highly detailed plan for a substitute teacher. These plans cover from one to three days in length. In some cases the teacher is required to keep a plan for a one-day absence and a second for a three-day absence. In the event of a longer absence the substitute teacher is to use the teacher's regular plan. These special plans are usually more general in nature than the regular plan and may consist of review work. They are revised and brought up to date at regular intervals, usually monthly.

Among the miscellaneous responses 7 per cent stated a preference for markers in the desk copies of textbooks to a written plan. This technique, of course, is a help to both the substitute and the regular teacher in easily finding the place in the book. It also eliminates questioning the class as to the place with possible resulting disorder and confusion. In the absence of a regular plan it could conceivably be of great assistance, but it would seem to be a minimum type of plan and indicates a lack of imagination and planning on the part of the regular teacher and the substitution of the textbook for the course of study.

Three respondents asked for "any type of plan". Evidently these substitute teachers have been in the unhappy position of trying to carry on the work of the regular teacher without a plan. Three respondents preferred review type plans. Regular teachers have stated in interviews that a good review is often useful to a class and seldom wastes time.

In answering the question on preference as to type of lesson plans, many respondents added details to their answers. Since these unsolicited details seemed to be of value to this study they were compiled and tabulated and are presented in Table VII.

TABLE VII

LESSON PLAN DETAILS FOUND USEFUL BY SUBSTITUTE TEACHERS RESPONDING TO THE QUESTIONNAIRE

Details	Frequency
Page numbers	32
Activities (written, oral, review)	28
Textbook names	11
Goals, objectives	7
Time schedule	7
List of songs	2
Seatwork	2
Grouping	2
Homework assignments	1

It was noted in the discussion of the data contained in Table VI that a majority of the substitute teachers preferred detailed plans. The details most often suggested were page numbers, specific activities, and the names of textbooks to be used. These three details were mentioned more than twice as often as the other seven. The substitute teachers seem to be more interested in the practical aspects of methods and in controlling the class, than in the more remote goals or objectives which were mentioned by only a few.

The time schedule and grouping information do not properly belong in a lesson plan but on a time allotment chart and a special instruction sheet.

Discipline is mentioned in the literature as a most important problem of substitute teachers. Because it is impossible to teach effectively when a class is out of control and because regular teachers complain of the necessity of regaining control of the class on their return, an attempt was made to study the substitute teachers' techniques of handling discipline. They were asked "How do you deal with serious discipline problems?" The twenty-one methods that were reported are listed in Table VIII.

TABLE VIII

METHODS USED BY SUBSTITUTE TEACHERS FOR DEALING WITH SERIOUS DISCIPLINE PROBLEMS REPORTED IN THE QUESTIONNAIRE STUDY

Method	Frequency
Send pupil to principal's office	59
Send pupil to nearby teacher	19
Assign written work	17
Reprimand	13
Separate seating	12
No discipline problems	11
"Take care of my own discipline"	10
Avoid discipline problems	6
Trouble makers removed at beginning of day	5
Send pupils out into corridor	4
Leave note for regular teacher	4
Consult child's folder	4
Send pupil to assistant principal	3
Keep pupil in at recess	3
Keep pupil from special activities	3
Assign homework	2
Send pupil to master teacher	1
Standing	1
Keep pupil after school	1
Appeal to peer group	1
Reward good behavior	1

The most common method of handling serious discipline problems as reported by the substitute teachers was to enlist the aid of other staff members. The principal was mentioned most often, fifty-nine times; nearby teachers nineteen times; the assistant principal three times; the master teacher once; a total of eighty-two. Five respondents said that children with problems were usually removed from the classroom at the beginning of the day. From these responses it would seem that the school staff was available when assistance was needed. In fact, efforts are indicated which tend to prevent serious discipline troubles for the substitute teacher.

Eleven respondents had no discipline troubles; ten "took care of their own discipline"; and three said that they avoid discipline problems. These "strong" substitute teachers are evidently not representative of the entire corps of substitute teachers or else have been fortunate in their assignments.

Many substitute teachers reported the efforts they made to avoid discipline troubles. These included changing children's seats in twelve cases; consulting the cumulative record folder for causes of misbehavior, four times; and promising a reward such as a story hour for good behavior.

A wide variety of punitive measures of dubious value was reported, the most common being written work, seventeen times; and verbal reprimands, thirteen times. Other questionable practices were standing in the corridor, four times; standing, once; keeping children from other classes and activities, and keeping children after school.

It may be inferred from these responses that many substitute teachers

need help not only in coping with classroom problems but also, in understanding the nature of discipline and classroom control.

When the regular teacher returns to her classroom after an absence she is confronted with the problem of learning what the substitute teacher has accomplished and what stage of learning the class has reached. Since, as reported in Table I, only 7 per cent of the substitute teachers were provided with a method of reporting their accomplishments this very important report seems to have been relegated to the substitute teacher by default. The substitute teachers, therefore, were asked "On leaving, did you leave the teacher a report of the work accomplished? How?" The responses are tabulated in Table IX.

Of the one hundred thirty-eight substitute teachers responding to this question 10 per cent left no report. The most common method was the leaving of notes on the teacher's desk or in the planbook (55 per cent). Eight per cent of the substitute teachers reported that they left papers stacked and labeled but not marked. Four per cent of the substitute teachers reported that they made oral reports to the principal or to another teacher. Other methods reported included notes on chalkboards and on the teacher's calendar, bookmarks, and lists of marks or grades. It would seem that these vague, improvised methods of reporting, often performed hurriedly at dismissal time, are of little or no value in providing the returning regular teacher with the necessary information to carry on the class program with proper continuity.

TABLE IX

METHODS OF REPORTING TO REGULAR TEACHERS USED BY SUBSTITUTE TEACHERS REPORTING IN THE QUESTIONNAIRE STUDY

Method	Percentage
Notes	55.3
Nothing left	10.1
Marked papers, piled and labeled	8.5
Marks on lesson plan showing work covered	6.1
Written work (unmarked) piled and labeled	4.4
Oral report to principal or other teacher	4.4
Notes on chalkboard	3.0
List of marks given	2.2
File of incoming notes	1.5
Bookmarks	1.5
Memo on teacher's calendar	1.5
Marked workbooks	1.5

The last question on the questionnaire asked the substitute teachers to make suggestions for improving the working relationship between the substitute teachers and the regular teachers. The responses, classified and tabulated, are listed in Table X. They have been classified by the agency responsible for providing the recommended material or service.

Among the materials needed by the substitute teachers, the provision of which is a school responsibility, a handbook or instruction sheet of school routines was mentioned twenty times and room keys were mentioned only once.

TABLE X

RECOMMENDATIONS OF SUBSTITUTE TEACHERS FOR IMPROVING THEIR WORKING RELATIONSHIPS WITH THE REGULAR TEACHERS

Recommendation	Frequency
Responsibility of school	
(41) Improve attitude of teachers	24
(3) Provide handbook-instruction sheet	20
(31) Provide help in handling discipline	10
(2) Meeting fellow teachers	8
Relief from special duties	4
Improve attitude of principal	3
Improve attitude of clerk	3
Compliment substitute for good work	2
(5) Provide keys	1
Responsibility of regular teacher	
(9) Provide adequate lesson plans	62
(7) Provide up-to-date seating chart	19
(10) Provide time allotment chart	18
(23) Prepare class for working with sub.	17
(13) Provide names of helpers and hostess	14
Follow through next day with substitute's work and recommendations	7
(16) Provide list of class routines	6
Provide ample seatwork	5
Provide attendance book	1
Provide desk copies of textbooks	1
(14) Provide list of reading levels	1
Provide good room library	1
Provide neat and orderly room	1
Improve attitude toward class	1
Responsibility of substitute	
Leave report for regular teacher	15
Suggestions of successful methods	7
Cooperate with school staff	4
Items on questionnaire	5

Respondents mentioned two services that would be of help to them. Ten substitute teachers felt that the school staff should provide help with discipline problems and four felt that they should be relieved of any special duties for which the regular teacher was scheduled. These special duties usually include supervision of corridors, play-yards, and lunchroom. The substitute teachers felt that they were not well enough acquainted with the students and the routines to perform these police duties effectively. Their time might be more efficiently used in studying the lesson plans and preparing for their classes.

Needed improvement in the attitudes of the principal, the regular teachers, and the school clerk was indicated by the replies of a total of twenty-one respondents. Fifteen of these respondents felt that regular teachers regard their substitutes as useless, or as mere baby sitters and that this attitude is reflected in the conduct of the class toward the substitute teacher.

Three respondents felt the need of improvement in the attitude of the building principal toward substitute teachers. They regarded him as the key to the whole situation. If he were indifferent, his attitude was reflected in the faculty and in the children.

The attitude of the clerk was mentioned three times. The clerk is usually the first staff member to be met by the substitute teacher on her entrance to the school. A friendly greeting or cold indifference seems to set the pattern for the entire day.

Eight of the respondents felt that the principal should provide the substitute teacher with an opportunity to meet other teachers. This could

be done before school, at recess time or at lunch time. Since many schools have established a "coffee break" at morning recess, this would be an opportune time.

The majority of the recommendations by the substitute teachers concerned materials the provision of which is a responsibility of the classroom teacher. Most of them are indispensable for good control and good teaching by the regular teacher and need not be provided specifically for a substitute teacher. Lesson plans, seating charts, and time allotment charts seem to be most necessary being mentioned a total of ninety-nine times.

Adequate and useful lesson plans were mentioned more than three times as often as any other item and by approximately half of the respondents. The provision of adequate and up-to-date seating charts had the second highest frequency of mention. Third highest was the time allotment chart.

It would seem from these responses that the regular teacher by providing materials that are vital to her own good teaching, would do much to insure effective teaching by her replacement in her absence and an easier day for herself on her return to duty.

Among the suggested items to be provided by the classroom teacher, the list of class routines is probably the only one that need be made especially for the use of a substitute teacher. Yet the methods of passing materials, of getting coats, and of lining up for dismissals are of great importance to classroom discipline and knowledge of them could very well be the deciding factor in whether or not the class will have a productive day in the teacher's absence.

The other items mentioned need not be provided specifically for a substitute teacher but are in common use in the schools. The names of student helpers are often on the chalkboard. A room hostess and class officers are used to train the class in courtesy and in democratic action. Desk copies of textbooks, seatwork, attendance books, and room libraries should be available in any classroom. Reading levels are on file in the classroom on the cumulative record card, in the cumulative folders and often on the seating chart.

Seventeen substitute teachers felt that cooperation could be furthered if the regular teacher prepared the class in advance for receiving and working with a substitute teacher.

Seven respondents mentioned the desirability of the returning regular teacher following through with the work started by the substitute teacher, investigating any reports of discipline infractions occurring during her absence, commending the class for good conduct, and generally regarding the day of her absence as no different from any other day.

Two items that seem to be a serious indictment of regular teachers are mentioned, fortunately, only once each. The regular teacher should leave a neat and orderly room for the substitute teacher. The regular teacher should improve her attitude toward her own class. The respondent felt that if the regular teacher had the interests of her class at heart she would do all the things necessary to insure good instruction of the children in her absence, and her class would be taught to continue its work with the substitute teacher in charge.

There were not many comments as to what the substitute teacher, herself, could do to improve cooperation. Fifteen respondents felt that a report should be left for the regular teacher. Seven told of successful methods. Four respondents said that substitute teachers should make greater efforts to cooperate with the schools.

Five respondents commented that if all the items on the questionnaire could be put into effect a substitute teacher's life would be a happy one.

B. REPORT OF RESPONSES TO INTERVIEWS WITH SUBSTITUTE TEACHERS

Interviews were conducted with a sampling of substitute teachers to validate the replies to the questionnaire study. It was felt that these interviews might produce valuable additional or supplementary information since the respondents were free to make suggestions or comments about their relations with the schools and the regular teachers.

To facilitate the interpretation and tabulation of the data obtained, the replies were sometimes arbitrarily edited and classified to correspond with the items of the questionnaire. However, valuable new contributions were added, unchanged, to the tables and discussions.

The tables in this section correspond, as nearly as possible, to those containing the same or similar data in the previous section of this chapter. The item numbers and key phrases are the same. Relationships between tables in the two sections are pointed out in the discussion.

In comparing the responses, it should be remembered that whereas in the questionnaire study materials and practices were named or described, in the interviews they were not. The questionnaire items might have prompted or

directed the responses but the general questions used in the interviews elicited replies that were entirely spontaneous and voluntary. It must be assumed, therefore, that all of the items volunteered by the substitute teachers in the interviews, even those with a low frequency of mention, are of importance.

The relative value of the services and materials provided for the substitute teachers by the schools as determined from the responses in the interviews with the substitute teachers is indicated by the ranking of the items in Table XI.

TABLE XI

VALUE OF CERTAIN MATERIALS AND SERVICES PROVIDED FOR THE SUBSTITUTE TEACHERS BY THE SCHOOLS AS INDICATED BY THE RESPONSES OF SUBSTITUTE TEACHERS IN INTERVIEWS

	Practices	Percentage
(3)	Instructions-handbook	72.3
(4)	Floor plan	27.0
(31)	Help with discipline	24.1
(3)	Bell schedule	18.3
(2)	Meeting teachers	14.9
(15)	Emergency procedures	3.3

As shown in the above table nearly three-fourths of the substitute teachers who were interviewed expressed a need for an instruction sheet or school handbook. It was suggested that it contain information concerning the

general rules and policies of the school, recess and lunchtime procedures, and a list of special duties.

More than one-fourth of the respondents thought a floor plan of the building was desirable. Items suggested to be included on the plan were the location of restrooms, lunchrooms, and smoking facilities.

Almost one-fourth of the substitute teachers were concerned with discipline and needed help with it. Several said that this help should come from the assistant principal or the special teachers.

A small number (19 per cent) of the respondents mentioned a bell schedule and an even smaller number (3 per cent) a list of emergency procedures. Both of these items had a very high value in the questionnaire study (Table I).

Nearly 15 per cent of the substitute teachers wanted to meet the members of the regular school staff at recess, at a "coffee break" or in the office before school.

All of these items, except the floor plan of the building, were rated highly (above 80 per cent) by the respondents to the questionnaire.

The questionnaire listed many materials in the classroom that are considered necessary for the substitute teacher. The interviews, on the other hand, provided no suggestions to the respondents. It would seem, therefore, that those items volunteered in the interviews by the substitute teachers themselves may be considered of greatest importance. Table XII contains a tabulation of the replies volunteered by the substitute teachers concerning these needed materials.

Nearly 80 per cent of the respondents mentioned lesson plans as one of the materials which are most useful to them in the classroom. This was the highest frequency of mention received by any item in the interviews.

TABLE XII

VALUE OF CERTAIN MATERIALS AND SERVICES PROVIDED BY THE REGULAR TEACHERS FOR THEIR SUBSTITUTES AS INDICATED BY THE RESPONSES OF SUBSTITUTE TEACHERS IN INTERVIEWS

Practices	Percentage
(9) Lesson plans	79.1
(19) Supplies	74.9
(7) Seating chart	40.7
(10) Time allotment chart	33.3
(21) Textbooks	25.9
(12) Personal information	18.5
(23) Student preparation	14.8
(14) Grouping	7.4
(16) Dismissal routines	1.9
Attendance book	7.4
Seatwork	3.7

The sufficiency of supplies also ranked very high. Many of the respondents emphasized the value of certain items such as writing materials, art supplies, chart and maps.

Seating charts, time allotment chart and textbooks, although receiving high frequency of mention in the interviews, did not approach their high ratings (above 90 per cent) in the questionnaire study.

Personal information concerning the children, especially discipline cases, is indicated by the replies (18 per cent) as of importance to substitute teachers. Fourteen per cent of the respondents said that regular teachers should do more to prepare their classes for working with substitute teachers.

Information on grouping and dismissal routines received a low rate of mention.

All of these items were rated as of considerable help by more than 80 per cent of the substitute teachers replying to the questionnaire (Table II). Two items, the attendance book and seatwork, not mentioned on the questionnaire were recommended as of value by a small number of the respondents in the interviews.

Even in schools where cooperation and assistance are greatest, the substitute teacher must rely on her own ability and knowledge of the methods of teaching when in the classroom. Question three, "What materials and techniques of your own have you found to be most helpful?" was asked to discover the ways by which a substitute teacher may help herself and teach most efficiently. The numerous and varied replies have been grouped into two classes, first, the methods and techniques reported to be most helpful, and second, the attitudes and personal qualities reported to be most helpful. Table XIII contains a tabulation of items in the first category; the methods and techniques that substitute teachers reported were most helpful to them.

Only one technique on the questionnaire, Item twenty-five, using audio-visual materials, was recommended by the substitute teachers in the interviews. Although given a rather high rating in the interviews, it received

a relatively low rating in the questionnaire study. Among the devices and techniques recommended, keeping the class busy with constructive work was mentioned next most often (18 per cent). Following the teacher's lesson plan had the third highest frequency (13 per cent).

TABLE XIII

HELPFUL METHODS AND TECHNIQUES REPORTED BY THE SUBSTITUTE TEACHERS IN THE INTERVIEWS

Response	Percentage
(25) Audio-visual materials	27.8
General methods	
Keep pupils busy	18.5
Follow lesson plan	13.0
Give class written work	13.0
Put assignments on board immediately	11.1
Make seating chart, if none available	9.3
Select helper to aid in finding materials	7.4
Keep pupils interested	5.6
Allow no walking around room or talking	7.4
Get control from the start	3.7
Give individual attention when needed	1.9
Special subjects	
Games (number, review)	13.0
Reading stories	9.3
Seatwork	9.3
Art lessons	5.6
Spelling	3.7

Since written work was mentioned several times, for instance, giving the class some written work (13 per cent) and putting assignments on the

board immediately (11 per cent), it must be considered as a most important technique of the substitute teacher.

If the regular teacher had not left a seating chart, 9 per cent of the respondents recommended that one be made immediately.

Several devices in the area of class control were recommended. Keeping the class interested in the work was mentioned by 6 per cent of the respondents. Insisting on the pupils remaining in their seats and not talking without permission was mentioned by 7 per cent of the respondents.

Of rather high frequency was the suggestion (7 per cent) for selecting a bright looking pupil as a helper in finding materials.

The special device mentioned most often as helpful by the substitute teachers was having a game of some type ready for use (13 per cent). Reading lessons (9 per cent), seatwork (9 per cent), and art lessons (6 per cent) were also considered useful devices by the responding substitute teachers.

A "bag of tricks" is frequently mentioned in the literature and by the regular teachers as necessary for a substitute teacher. The above listed useful techniques seem to indicate that many substitute teachers come to their classes prepared to improvise in the absence of a lesson plan or to fill gaps in the plan.

Table XIV contains a tabulation of the replies concerning attitudes and personal qualities found to be of value to substitute teachers.

TABLE XIV

HELPFUL ATTITUDES AND QUALITIES REPORTED BY SUBSTITUTE TEACHERS IN THE INTERVIEWS

Response	Percentage
Be firm	16.7
Be fair	13.0
Be stern	13.0
Be kind	11.1
Treat pupils as adults	5.6
Be straightforward	5.6
Be helpful	3.7
Smile a little	3.7
Be yourself	1.9

The replies listed in the above table might well be used as advice for any teacher since they show an understanding of the psychology underlying good classroom control. Firmness in handling the children was recommended by a total of 30 per centof the respondents, but this firmness or sternness must be tempered with humor and concern for the pupils' welfare.

The substitute teacher should also be fair, kind, and helpful. Since she is not present to entertain the class, she should smile a little but not too much. She should be honest and straightforward and not put on an act. She should not talk down to the children but as much as possible treat them as adults.

The substitute teachers were asked in the interviews, "What type of lesson plan is most useful to a substitute teacher?" The replies to the

question fell into two classes: the type of plan found most helpful, and the details that the plan should contain. These two areas are treated separately in the two following tables. Table XV contains a tabulation of the replies of the substitute teachers concerning the general type of plan they find to be most useful.

TABLE XV

TYPES OF LESSON PLANS REPORTED MOST USEFUL BY THE SUBSTITUTE TEACHERS INTERVIEWED

Type of Plan		Percentage	
General plan		29.6	
Planbook		3.7	
Brief outline		1.9	
	Sub-total		35.2
Detailed plan		48.1	
Special plan		16.7	
	Sub-total		64.8

The largest group of respondents (48 per cent) stated a preference for detailed, daily plans. About 17 per cent felt that a special detailed plan for the use of the substitute teacher was of most help. Thus almost 65 per cent of the respondents found detailed plans most valuable to substitute teachers. A majority of respondents in the questionnaire study (Table VI) also preferred detailed plans.

On the other hand approximately 35 per cent of the substitute teachers that were interviewed expressed a preference for some type of a general plan.

Three of the respondents said that a detailed plan was often confusing. Five took the opposite viewpoint and said that the detailed plan was understandable to a substitute teacher whereas a general plan may be confusing. Fifteen said that a plan should be flexible and allow the substitute teacher to supplement it with her own personality.

It would seem, therefore, that although substitute teachers are divided as to the type of plan they favor, they generally prefer a detailed plan but feel that they should be allowed to delete some of the details or add their own materials.

In answering the question as to the types of lesson plans they found most helpful, many substitute teachers told of details they found to be useful. Since these comments were thought to be of value to the study they are tabulated in Table XVI.

TABLE XVI

LESSON PLAN DETAILS FOUND USEFUL BY THE SUBSTITUTE TEACHERS INTERVIEWED

Details	Percentage
Page numbers	33.3
Textbook names	22.2
Activities (written, oral, review)	20.4
Grouping information	9.3
Jobs performed by students	5.6
Location of materials	5.6
Intelligence quotients	3.7
Room chairman's help	1.9

Among the details (listed above) that substitute teachers feel should be incorporated in the teacher's lesson plan are some that rightfully belong elsewhere: posted in the room, in an instruction sheet, or in a handbook. These include student jobs, intelligence quotients, grouping information, and the location of materials.

The detail most frequently mentioned (33 per cent) was a list of page numbers in the textbooks. The names of the textbooks to be used in the various subjects received the next highest mention (22 per cent). Specific activities such as review work and whether the lesson is written or oral, were also rated highly. These three items received the highest frequency of mention in the questionnaire study also (Table VII).

The substitute teachers were asked in the interviews, to make suggestions for improving the working relations between themselves and the regular teachers. The comments and suggestions of the respondents, as in the questionnaire study, fell into three areas of responsibility: the school (principal and staff), the absent regular teacher, and the substitute teacher. The replies are listed in Table XVII in these three categories.

The provision of a regular teacher as a sponsor for the substitute teacher was recommended as a technique for improving working relations by the largest group of respondents, 33 per cent. Improvement of the attitude of the regular teachers toward substitute teachers in the building was recommended by 28 per cent. The introduction of the substitute teacher to the other teachers as soon as possible was recommended by 22 per cent. The large number of respondents making these three suggestions indicates that

many substitute teachers feel a need for acceptance and assistance from the school staff.

TABLE XVII

RECOMMENDATIONS OF THE SUBSTITUTE TEACHERS INTERVIEWED FOR IMPROVING THEIR WORKING RELATIONS WITH THE REGULAR TEACHERS

Recommendation	Percentage
Responsibility of school	
(30) Provide teacher sponsor	33.3
(41) Improve attitude of regular teachers	27.8
(2) Introduce substitute teacher to staff	22.2
(31) Provide help with discipline	16.7
(3) Provide instructions-handbook	11.2
(33) Principal should help	5.6
(1) Principal should meet substitute	5.6
Responsibility of regular teacher	
(9) Provide adequate lesson plan	35.2
(7) Provide up-to-date seating chart	25.9
(23) Prepare class for working with substitute	22.2
Have class under control	16.7
(13) Provide list of student helpers	11.1
(12) Provide personal information about pupils	5.6
Responsibility of substitute teacher	
Act as part of staff	5.6
Willingly assume responsibilities	3.7

The other recommendations for help in handling discipline cases (17 per cent) and meeting and being assisted by the principal (6 per cent) seem to

confirm this conclusion. The provision of a school handbook or instruction sheet of school routines and procedures was suggested by 11 per cent of the respondents. All these recommendations were also made by the substitute teachers replying to the questionnaire study (Table X).

Under the responsibilities of the regular teacher the provision of lesson plans of a nature that the substitute teacher can easily understand and use most effectively was recommended by the largest group of respondents (35 per cent). The provision of lesson plans received the highest rating by the respondents to the questionnaire study, also (Table X).

Up-to-date seating charts were mentioned by 26 per cent of the substitute teachers. It was also second highest in the recommendations received in the questionnaire study.

The preparation of the pupils for working with a substitute teacher in the absence of the regular teacher was recommended by 22 per cent of the respondents. Seventeen per cent said that the regular teacher should have the class under control before the substitute teacher takes charge. These two related responses would seem to indicate that many of the regular teachers are remiss in the area of class control.

The provision of student helpers and personal information about children are recurrent requests in the various parts of this study.

All of these recommendations, except that dealing with having the class under control, were recommended also by the substitute teachers replying to the questionnaire.

The substitute teachers suggested only two ways in which they, themselves, could improve cooperation with the regular staff: acting as part of

the staff and assuming the responsibilities of a teacher. The substitute teachers, as a group, do not seem to realize that cooperation and the improving of working relations is a reciprocal arrangement.

C. Report of Responses to Interviews with Regular Teachers

The data in the following eight tables were compiled from information gathered in interviews with regularly assigned teachers from each of 54 elementary schools. These data reflect the attitude of the school personnel toward the substitute teacher, give the provisions made for her reception and assistance, relate experiences with substitute teachers, and record reactions to their accomplishments. They also contain suggestions to improve the working relations between the regular teacher and the substitute teacher.

Table XVIII is a compilation of the reports secured in the interviews with regular teachers concerning the assistance provided the substitute teacher by the various members of the school staff.

TABLE XVIII

ASSISTANCE PROVIDED SUBSTITUTE TEACHERS BY VARIOUS STAFF MEMBERS AND OTHERS IN FIFTY-FOUR SCHOOLS

	Principal	Assistant Principal	Teachers	Clerk	Others	No one
Receives her on arrival	43	10	6	54		
Escorts her to room	23	7	15	3	7	13
Introduces her to teachers	8	4	29			13
Aids with discipline	15	11	38		2	7
Aids with records			31	6	17	

It is to be noted that on reporting to the school office the substitute teacher was met by one or several of the staff members; by whom was determined principally by the time of arrival. If she arrived before school, she generally met the clerk, principal and other teachers if any were present in the office. If she arrived after school was in session she usually met the clerk only. However, at either time she was met by the clerk. In forty-three cases the clerk introduced her to the principal if he were present and available. She was, in a very few cases, presented to the assistant principal, master teacher (presumably in larger schools) or the adjustment teacher. In only one instance was she sure to meet a neighboring teacher on her arrival.

It would seem courteous and efficient to escort the arriving substitute teacher to her classroom, since she was unacquainted with the building. Thirteen teachers reported that this was not done in their schools; three teachers did not know if it was or was not. In the other thirty-six schools the substitute teacher was escorted by any of several persons most often, (twenty-three times) by the principal if he were available. The assistant principal, other teachers, master teacher, clerk, or student messengers also acted as guides on occasion.

In all except thirteen cases, it was reported that the substitute teacher was introduced to other teachers, generally by a teacher she had met in the office. However in eight cases a neighboring teacher had been paired with the absent teacher as sponsor for the substitute teacher and she assumed this responsibility. The principal, in eight cases, performed the introductions.

If during the day the substitute teacher needed aid with discipline, she was assisted most often (twenty-six times) by neighboring teachers, and in eight cases by a teacher sponsor, when they existed. The office, through the principal, assistant principal or master teacher provided aid with discipline twenty-eight times. In seven cases, the regular teachers reported that there never were any discipline problems or that known trouble makers were removed in advance from the room.

If the substitute teacher needed help in making out records, such as monthly reports, she received it in a majority of cases (twenty-six times) from a neighboring teacher or the teacher sponsor (eight times). The office assisted through the clerk, (eight) or a master teacher (five times). In seventeen schools, it was felt that these records or reports should be made out by the regular teacher on her return.

From Table XVIII it is evident that the neighboring teacher, whether or not by intent, provided the most assistance to the substitute teacher. The amount and type of assistance varied from school to school and, it can be assumed, within the schools themselves. In only eight cases was this assistance planned to the extent that each teacher was responsible for the class and the substitute teacher in a designated nearby room.

Generally the reception provided the substitute teacher was a hit-or-miss affair, depending on the school, the time of the substitute teacher's arrival, the presence or absence of other teachers in the office or corridors, and whether or not the principal was busy.

Assistance during the day was of the same type. The principal or office may or may not have provided assistance and usually only on request.

As has been pointed out, a substitute teacher needs certain essential materials to teach a strange class effectively. To teach efficiently she must have information readily available concerning such things as the availability and location of the needed materials, the caliber and characteristics of her class, the lessons to be taught, the classroom and school routines, and many other small but not inconsequential items of information.

Table XIX contains a compilation of such materials and information which are provided by the office or by the classroom teachers as reported in the interviews with regular teachers from fifty-four schools.

TABLE XIX :

INFORMATION, MATERIALS, AND RESOURCES AVAILABLE TO SUBSTITUTE TEACHERS IN THE LOCAL SCHOOLS

	By Office	By Teacher	Not Provided
Lesson plan	0.0	100.0	0.0
Attendance book	0.0	100.0	0.0
Time allotment chart	3.7	96.3	0.0
Seating chart	0.0	98.1	1.9
Adequate supplies	0.0	98.1	1.9
Emergency data	22.2	74.1	3.7
Audio-visual materials	48.1	38.9	13.0
Markers in textbooks	0.0	85.2	14.8
Information on grouping	0.0	77.8	22.2
Helpers, hostess	0.0	77.8	22.2
Work books	0.0	70.4	29.6
Class prepared for sub	20.4	48.1	31.5
Special information	1.9	61.1	37.0
Seatwork	0.0	61.1	38.9
School handbook	38.9	18.5	42.6
Instruction sheet	51.9	0.0	48.1
Audio-visual operators	50.0	0.0	50.0
Classroom organization	0.0	48.1	51.9
Personal information	0.0	37.0	63.0
Scheduled tests	0.0	31.5	68.5
Report form	1.9	0.0	98.1

Lesson plans are regarded as essential, not only for the substitute teacher in continuing the teacher's lessons but for the regular teacher in organizing her work. All the teachers reporting left some kind of a plan, either in the planbook provided by the Board of Education or on cards or paper.

The attendance book was reported to be in all school rooms although the teachers differed in whether or not they wanted their substitutes to make entries in it and, if they did, in what manner they preferred these entries to be made.

Since the time allotment chart is required by Board of Education directive, it was reported available in all cooperating schools, either in the office, the classrooms, or in both places.

The seating chart is needed by the substitute teacher to take attendance and to allow her to call on children by name. It is also an invaluable device for maintaining discipline. Fifty-two teachers, 98 per cent, left such a chart for the substitute teacher, one did not, and one used name cards.

Ninety-eight per cent of the reporting teachers said that available supplies were adequate for their own or a substitute teacher's use. One teacher reported that her school was new and supplies at the time were not plentiful.

Information as to procedures in emergencies was provided in 96 per cent of the schools either by the office or the teacher. This vital information was either posted in the classroom or contained in a school handbook, information sheet or special folder in the teacher's desk. In two cases

the teacher reported that none was provided.

In most of the cases reported, 87 per cent, the substitute teacher had access to audio-visual materials, such as motion picture projectors, film strip projectors and radios, but in twenty-one schools these had to be ordered in advance. A substitute teacher on a one-day assignment was therefore, dependent on the regular teacher for these devices. The teachers felt that audio-visual equipment should be used only if called for in the lesson plan and if suitable films or programs were available, otherwise these devices degenerate into busy work or time killers. In twenty-six schools audio-visual devices were delivered to the class rooms on schedule whether the regular teacher or the substitute teacher was conducting the class.

As previously reported, substitute teachers like to have place markers in the desk copies of textbooks in addition to or in lieu of page numbers in the teacher's lesson plan. Such markers were reported used by 85 per cent of the teachers.

Grouping is practiced in many classes and subjects as providing for more efficient learning. If such grouping is practiced, the substitute teacher should be so informed. Thirty-one teachers did inform their substitutes; eleven others explained that the school was departmentalized, that classes were homogeneously organized, that children were seated according to ability or that the children grouped themselves "automatically." Twelve teachers (22 per cent) either did not group their classes, or if they did, did not so inform their substitutes.

Forty teachers (78 per cent) reported having made some provision for student help around the classroom. Twenty-five (46 per cent) of them

provided a room hostess for receiving visitors. No helpers or hostesses were provided by 22 per cent of the respondents.

Thirty-eight teachers (70 per cent) reported that they left workbooks available for the use of the substitute teacher. Eleven teachers reported that they did not use workbooks in their classes and five teachers, although using workbooks, did not leave them out for the use of a substitute teacher. Many teachers, including all of the last five, reported that substitute teachers often use workbooks for busy work, permitting children to partially fill page after page of material thus impairing the value of this teaching device.

Respondents were vague in their answers to the question concerning a school or classroom code of conduct. Eleven (20 per cent) reported the existence of a school citizenship code and twenty-six (48 per cent) said they taught manners and good citizenship to their classes thus preparing for the substitute teacher. In seventeen cases (31 per cent) nothing was done by either the school or the teacher.

Twenty-six teachers reported that they provided the substitute teacher with information concerning collections and situations peculiar to the school and the class, and seven teachers said that the children could be relied on to explain these procedures (a total of 61 per cent). In one school these instructions were included in the school handbook. Twenty teachers (37 per cent) reported no such provisions in their schools. This information where it existed, was made available in various ways and places, the planbook, desk drawer, time allotment chart, or the bulletin board.

It was reported that seatwork, if called for in the lesson plan, was provided by the teacher in twenty-seven cases, and six teachers provided seatwork if their absence was known in advance (a total of 61 per cent). Twenty-two or 39 per cent provided no seatwork. Several teachers made it a point that they leave only enough seatwork for the lesson, going to the trouble of hiding advanced seatwork, as they have found it to be wasted as busy work in their absence.

In twenty-seven cases, or according to 50 per cent of those responding, boys were provided by the office to operate the audio-visual equipment; in the other half of the cases investigated only teachers were permitted to run this equipment. It would appear, therefore, that all substitute teachers should be competent in operating these expensive devices to perform this service when allowed.

Many schools have prepared a school handbook for the use of regular and substitute teachers. Teachers reported that in eighteen schools the substitute teachers received this handbook in the office; in ten schools the handbooks were kept in the teachers' desks. Three schools have a special handbook for substitute teachers. This represents a total of 57 per cent having handbooks.

School handbooks are a useful, though cumbersome, device for listing school routines and other information but they do not necessarily provide some needed information such as the location of a good restaurant. A special additional instruction sheet for substitute teachers could provide pertinent information in a more serviceable format. Twenty-eight schools (52 per cent) were reported to use these instruction sheets. Twenty-six (48 per cent)

do not.

Classroom organizations, previously discussed, were reported to exist in twenty-six (48 per cent) of the classrooms of the interviewed teachers but not in the other twenty-eight.

Twenty teachers (37 per cent) reported that they provided the substitute teacher with personal information about individual pupils when necessary, but 63 per cent did not.

Only seventeen teachers (31 per cent) reported that they would leave scheduled tests for the substitute teacher to administer and five of these teachers would disregard the scores. With the exception of pre-tests and spelling tests, the majority of regular teachers preferred to administer their own tests.

Only one school was reported to provide a form for the substitute teacher on which to report to the regular teacher what the class had accomplished during her absence.

The responses tabulated in Table XIX indicate that lesson plans, attendance books, and time allotment charts were available for substitute teachers in all of the fifty-four schools reported on. Seating charts, adequate supplies and information for emergencies were available in more than 98 per cent of the cases. All these materials were valued highly by substitute teachers in the previous parts of this study.

Textbook markers, grouping information, room helpers, and workbooks, all of importance to substitute teachers were provided in more than two-thirds of the cases. Other materials of lesser importance, such as seatwork, school handbooks and instruction sheets were provided more than half of the

time.

It would seem that the schools are negligent, however, in preparing children for working with substitute teachers, providing needed personal information about pupils and in providing a means for the use of the substitute teacher in reporting her activities to the regular teacher.

All of the teachers interviewed said that they left lesson plans of some type (Table XIX) for their substitutes. A further description of the lesson plans provided by the regular teachers interviewed is contained in Table XX.

TABLE XX

DESCRIPTION OF LESSON PLANS USED BY TEACHERS IN FIFTY-FOUR SCHOOLS

	Frequency	Percentage
Length of plan		
Monthly	11	20.4
Bimonthly	2	3.7
Weekly	41	75.9
Type of plan		
General	16	29.6
Detailed	38	70.4
Planbook	48	88.9
Detailed (absence expected)	30	55.5
Special plan	6	11.1

Most of the teachers, (forty-one or 76 per cent) reported that they make out lesson plans weekly and that these plans are usually detailed plans

(thirty-eight or 70 per cent). A lesser number of teachers (thirteen or 24 per cent) reported making out plans on a bi-monthly or monthly basis. These plans are of a more general or outline type since it is impossible to anticipate the questions that will arise or the details needed so far in advance. However, thirty teachers (56 per cent) reported that they revised or added details to a plan, whatever its length, if they expected to be absent.

A planbook is provided each teacher by the Board of Education. Forty-eight teachers (89 per cent) reported keeping it up-to-date and available for the substitute teacher; one kept her planbook up-to-date "most of the time".

Six teachers (11 per cent) reported that their schools required the regular teachers to have special plans for the use of substitute teachers available at all times. Since thirty teachers (55 per cent) as reported above make special plans or add details to their plans if their absence is expected, a total of thirty-six or 67 per cent make special preparations when their absence is anticipated. Eighteen teachers (33 per cent) do not.

From the above data it would seem that a lesson plan of some type is usually available for a substitute teacher. These plans may be sketchy or given in detail. The value to a substitute teacher of the outline type of plan made several weeks in advance is questionable. However, if the absence is known in advance, teachers take pains to elaborate their plans or to prepare special plans for the use of their substitutes.

It was felt that the working relations between the regular teachers and the substitute teachers could be improved if each of the interested understood what the other expected of them. The regular teachers, therefore,

were questioned concerning the duties and activities they expect their substitutes to assume. Table XXI contains a tabulation of their replies.

Forty-four (93 per cent) teachers felt that the substitute teacher should leave a written report of her day and the work which the class accomplished. Ten teachers (7 per cent) felt that this report was unnecessary as they could quickly ascertain the accomplishments of the class. It would seem that these teachers had great confidence in their understanding of their pupils or that they expected little or nothing to be accomplished in their absence.

TABLE XXI

ACTIVITIES EXPECTED OF THE SUBSTITUTE TEACHERS BY THE REGULAR TEACHERS

Activity	Expected	Not Expected	Not Necessarily Expected
Leave report of work	92.6	7.4	
Follow lesson plan	74.1	11.1	14.8
Review previous work	74.1	25.9	
Assume special duties	70.4	29.6	
Mark written work	51.9	29.6	18.5
Mark attendance	63.0	37.0	
Make assignments	45.0	55.0	
Make out reports	16.7	83.3	

Most of the responding teachers, forty or 74 per cent, expected their substitutes to follow their lesson plans. Six teachers (11 per cent) did

not feel that the substitute teachers should be bound by their plans. Eight teachers (15 per cent) said that if the substitute teacher could provide something better, she could deviate from the plan. Several teachers explained that if a substitute teacher was strong in some special subject such as art or music, she could ignore the plan and concentrate on her strength or avoid her weakness.

The substitute teacher's presenting a good review lesson instead of following the plan was approved by forty teachers (74 per cent). Several warned of the dangers of a substitute teacher going too far ahead of the plan and thus disorganizing future plans. Two teachers insisted that a one-day substitute teacher should introduce no new work.

A majority of the reporting teachers, twenty-eight or 52 per cent, felt that all written work handed in while a substitute teacher is in charge of a class should be marked by her. Ten teachers (19 per cent), felt that the substitute teacher should mark as many papers as she could without interfering with her teaching. Sixteen (30 per cent), did not expect the substitute teacher to mark any papers. Comments by teachers on this subject are of interest--"As much as possible"; "If she has time"; "I prefer to mark papers myself"; "Have the children help".

Most schools (thirty-eight or 70 per cent) according to the reporting teachers expected the substitute teachers to assume any special duties assigned to the absent teacher. A majority of the teachers interviewed, (63 per cent) expected the substitute teachers to post the day's attendance in the attendance book. However, twenty-one of these specified such entries should be made in pencil. Twenty teachers (37 per cent) felt that they alone

should make entries in permanent records and the day's attendance should be left on a slip of paper in the attendance book.

Thirty teachers (55 per cent) felt that the substitute teacher should make no new assignments. However, twelve felt that they should and the same number felt that they should if the assignments were in the lesson plan.

Only nine schools (17 per cent), according to the reporting teachers, expected the substitute teachers to make out official reports. The others felt the records and reports should await the return of the regular teacher. Twenty-eight said that if the report could not await the return of the regular teacher it would be made out by other teachers or by the clerk.

From these replies it would appear that regular teachers expect their substitutes to assume all of their duties, both in the classroom and elsewhere in the school. The only definite exception is in the making out of official reports. In addition nearly all of the teachers expect some type of report as to the status of the class on their return.

If the children's education is to be continuous and uninterrupted the regular teacher should be able to carry on the classwork immediately on her return. The physical condition of the room and the discipline of the class should be as good as when she left. There should be no unfinished business to prevent the continuance of instruction. The regular teachers interviewed were asked to describe the conditions as they found them on returning. Their replies are tabulated in Table XXII.

TABLE XXII

CONDITIONS FOUND BY RETURNING TEACHERS

Condition	Found	Not Found
Some form of report of work done	75.9	24.1
Many unmarked papers	74.1	25.9
Supplies wasted or used carelessly	61.7	38.9
Class upset	63.0	37.0
Physical condition of room poor	57.0	43.0
Assignments made	38.9	61.1
Workbooks used carelessly	38.9	31.5 (a)
Seatwork wasted	27.8	33.3 (b)

(a) Do not use workbooks, 29.6 per cent.
(b) Do not use seatwork or left none, 38.9 per cent.

Most teachers (80 per cent) reported finding some type of report from the substitute teacher, usually in the form of a note left on the desk or written on the chalkboard. These notes usually told of the work accomplished or of some discipline case. The notes at times were complimentary to the teacher and the class.

Forty teachers (74 per cent) reported that they found "stacks" of unmarked papers; ten teachers reported no unmarked papers; and four teachers reported finding papers marked, stacked, and neatly labeled. The teachers felt that these quantities of papers indicated that the substitute teachers were not teaching but merely providing busy work for the class.

Thirty-three teachers (62 per cent) reported that their supplies were wasted or used carelessly. They felt that this waste was due to allowing

children to go to the cabinets for writing paper or art supplies and that it showed a lack of good classroom management techniques on the part of the substitute teachers.

Thirty-one teachers (57 per cent) reported the physical conditions of the rooms were poor. The most common complaints were chalkboards not erased, supplies in disorder, and teachers' desks, pupils' desks and cabinets in disarray.

Thirty-four teachers (63 per cent) reported that they found their classes upset on their return. Five described the condition as "up in the air". Only twenty teachers (37 per cent) said that the class behaved as well as before their absence. This would seem to indicate a lack of control on the part of many of the substitute teachers but one wonders if the control of some of the regular teachers was too well established if such disorder would erupt after a short absence.

Twenty-one regular teachers (39 per cent) reported that their substitutes had made assignments to the class. This would seem to indicate that some of the substitute teachers, though a minority, did attempt to carry on the plans of the teacher.

Twenty-one teachers (39 per cent) reported that workbooks were used carelessly, with the children writing on many pages and completing few. Seventeen teachers (32 per cent) reported the workbooks were used intelligently. The remaining sixteen teachers either did not use workbooks or, when expecting to be absent, locked them up to prevent their use by a substitute teacher.

Fifteen teachers (28 per cent) reported that the seatwork which they

had prepared was carelessly and wastefully used. The same number reported no such waste while twenty-one did not use seatwork. Three were careful to leave only one day's supply available.

A majority of regular teachers felt that consumable material such as workbooks, seatwork, and supplies were used wastefully for busy work and not as teaching devices. When the teacher intends to use one sheet or page for a lesson, she is annoyed to find that a week's supply has been used in one day or that some members of the class have used many more sheets than the others. This causes confusion and disorder in her lessons and is the occasion for resentment toward substitute teachers in general. The feeling is intensified when the teacher has made the seatwork herself and sees hours of tedious work wasted.

From these reports it is evident that most of the time the returning teacher must settle her class, "fix up" her room and process the written work of the previous day. Even though she is provided with a report of the classwork during her absence, she must divert her attention from instruction to these tasks.

The regular teachers were asked what action, if any, they took on certain situations resulting from their replacement by substitute teachers. The actions reported are tabulated in Table XXIII.

Fifty teachers (93 per cent) reported that they "take care of" any discipline referred to them by substitute teachers. Two teachers (4 per cent), act on serious cases only and two teachers (4 per cent) ignore all referrals. The majority felt that they should reinforce their substitutes

since their own prestige was challenged in that all teachers deserve respect from children. All teachers dislike taking action on discipline cases occurring during their absence. Many felt that the immediacy of the action was lost by the following day and the delay in investigating and punishing had little good effect on the child but could result in resentment.

TABLE XXIII

ACTION TAKEN BY REGULAR TEACHERS IN CERTAIN SITUATIONS RESULTING FROM THE PRESENCE OF SUBSTITUTE TEACHERS

Situation	Action Taken In		
	All Cases	Some Cases	No Cases
Discipline "hangovers"	92.6	3.7	3.7
Unmarked papers	31.5	22.2	46.3
Assignments made	51.9		48.1

Many of the teachers interviewed (46 per cent) reported that they discard unmarked papers left by their substitutes. Thirty-two per cent grade and return all papers and 22 per cent "spot check" the papers so that the children will feel that the work was of value.

Twenty-eight teachers (52 per cent) reported that they hold the class to assignments made in their absence. Twenty-six teachers (48 per cent) reported that they ignore them. Five teachers said they followed through on the assignments only if they were in the lesson plan and two teachers simply

collected the work and discarded it.

Even though expressing dislike for punishing children for infractions committed during the teacher's absence, the regular teachers saw a necessity for enforcing discipline at all times. Almost half of them, however, feel no such responsibility for the unmarked papers left or the assignments made by the substitute teachers. It would seem that the regular teachers who discard the papers left or ignore the assignments made are, as many substitute teachers feel, tacitly telling the class that work done in their absence is of no importance. If the piles of unmarked papers are large, or the assignments unreasonable, the teacher may have some justification for disregarding them, but some attempt at spot checking would probably help the next substitute teacher in her control of the class.

Since some substitute teachers complained of the unfriendly or indifferent attitude of members of the school staff toward them, the regular teachers were asked in turn if the substitute teachers were friendly and if they accepted help and suggestions. The replies to this question are tabulated in Table XXIV.

TABLE XXIV

ATTITUDE OF SUBSTITUTE TEACHERS TOWARD REGULAR TEACHERS

Attitude	Usually	Sometimes	Never
Friendly	75.9	22.2	1.9
Accept help	57.4	34.9	7.7

Forty-one teachers (76 per cent) reported that they found substitute teachers usually friendly. Six found them sometimes friendly, and only one reported that they were unfriendly. Six teachers felt that substitute teachers react to the atmosphere of the school and the attitude of the staff. The regular teachers felt that it was the duty of the school staff to set the pattern of friendliness and cooperation. They reported that most substitute teachers were anxious to be friendly and accepted by the regular teachers.

A feeling among regular teachers that some substitute teachers "think they know everything" and refuse suggestions and offers of help results in the regular teachers' not offering help or advice. Thirty-one teachers (57 per cent) reported that they found substitute teachers were glad to accept help. Five teachers said that their help was sometimes refused and eleven teachers said proffered help was usually refused. Another group of four teachers (7 per cent) felt that substitute teachers resented help. This group is countered by approximately the same number of teachers (6 per cent) who felt that the acceptance or rejections of assistance depended on the manner in which it was offered.

It would seem that in the vast majority of cases substitute teachers accept help and suggestions, in fact are glad to receive them but this acceptance probably depends on the manner in which it is offered.

It would also appear that the great majority of substitute teachers want to be friendly with and accepted by the regular school staff but their attitude reflects the attitude of the teachers they encounter.

The final question asked the regular teachers in the interviews, concerned recommendations as to what could be done to improve working relations between themselves and their substitutes. The many suggestions have been classified according to the agent responsible and tabulated in Table XXV.

Most of the recommendations by the regular teachers and those with the highest frequencies, such as work shops, orientations classes and in-service training, are the responsibilities of other agencies than those being considered in this paper and so have been omitted from the tabulation. However it should be noted they indicated a feeling on the part of the regular teachers that their substitutes are deficient in professional preparation especially in knowledge of classroom management and methods of teaching.

Most of the suggestions under the responsibility of the school and the principal have been discussed earlier in this paper. These included the provision of such materials as instruction sheets, school handbooks, and building plans. Introducing the new teacher to other teachers and to the class, visits by the principal, and the removal of potential trouble makers from the class were also recommended in other sections of this study. The one new suggestion concerned the appointment of a committee of teachers to welcome and sponsor the substitute teacher. This suggestion seems to have merit in making the visiting teacher feel she is a valued member of the staff and in providing needed information and assistance. It seems to be a variation of the teacher sponsor system used in some schools, a sponsor system in which the teacher in a nearby room is made responsible for receiving, cooperating with, and assisting the substitute teacher.

TABLE XXV

SUGGESTIONS BY REGULAR TEACHERS FOR IMPROVING THE WORKING RELATIONS BETWEEN REGULAR TEACHERS AND THEIR SUBSTITUTES

Recommendations	Frequency
Responsibility of the school	
Provide instruction sheet	7
Provide school handbook	5
Provide teacher sponsor	4
Be cordial and friendly	3
Appoint committee of teachers to make substitute teachers welcome	2
Introduce substitute teacher to class	2
Tell substitute teacher about class	2
Principal visits substitute teacher	2
Treat substitute teachers as equals	2
Cooperate with substitute teachers	1
Provide plan of school	1
Remove trouble makers from room	1
Introduce substitute to other teachers	1
Responsibility of regular teachers	
Prepare class for working with substitute	3
Leave detailed lesson plans	1
Responsibility of substitute teachers	
Come expecting to teach not to loaf	5
Follow lesson plan	3
Do not let class read ahead in basic reader	3
Try to help herself	2
Keep up classroom routines	2

The suggestions for the regular teachers would include activities that all should perform and attitudes that all should possess. Substitute teachers should be treated cordially and as equals by the regular teachers.

Cooperation should be encouraged. Classes should be taught to work with substitute teachers and adequate lesson plans should be made available.

The suggestions made by the regular teachers for their substitutes are in some ways an indictment of some of the substitute teachers observed by the regular teachers. "Come to school expecting to teach", "Try to help yourself", would seem to imply that some substitute teachers are of little value in the classrooms. In fact, several regular teachers said that upper grade children in charge of classrooms were more effective than some substitute teachers. Such substitute teachers should be dismissed for the good of the children. The other suggestions were of a practical nature. "Follow the lesson plan", "Do not let the class read ahead in the basic reader." "Keep up classroom routines." These suggestions would seem sensible advice to a substitute teacher.

The recommendations made by the regular teachers for improving the working relations between themselves and their substitutes were concerned predominately with improving the methods and discipline of substitute teachers through orientation classes and in-service training. The other recommendations were for materials and services previously mentioned by both regular and substitute teachers and merely tend to reinforce the opinions concerning the necessity of these items.

CHAPTER IV

THE EXISTING WORKING RELATIONSHIPS BETWEEN THE REGULAR AND SUBSTITUTE TEACHERS IN CHICAGO

A picture of the existing working relationships between the regular and substitute teachers in Chicago may be assembled from the data presented in Chapter III. These data describe the existing conditions affecting the working relations from the viewpoints of the two groups of teachers. Since discrepancies have sometimes existed in the reports of the conditions by the regular teachers and by the substitute teachers, the opinions of the group considered most reliable and unbiased have been accepted. For example, the materials and services that were provided for the substitute teachers in the school office were reported by both the substitute teachers and the regular teachers. However, it was felt that the substitute teachers, from direct experience, could speak more authoritatively on their reception in the school office than could the regular teachers, who, most probably were not present and could give no direct testimony on the usual procedures. The situation as pictured by the substitute teachers was accepted as typical.

Again, both the substitute teachers and the regular teachers reported upon the materials that were supplied by the classroom teachers for their substitutes. It was felt that the regular teachers, since they were the ones expected to provide the materials, might have been less objective in their responses. Consequently the substitute teachers were used.

In general, the replies of the substitute teachers concerning such items as the materials and services that were provided for their use, the techniques they employed, the work that they accomplished, and the attitude of the school staff toward them were considered more likely to picture accurately the prevailing practices in the school and are so reported in this chapter. The replies of the regular teachers were found most useful in depicting other situations such as the conditions of the classroom and the problems resulting from the tenure of the substitute teacher.

In the following discussion if the existence of a practice or condition was reported by 50 per cent or more of the more reliable group of respondents, it was considered as typical.

The substitute teachers reported that the schools provided certain materials and services for them, generally through the office personnel, in more than 50 per cent of the cases. These materials consisted of: a bell schedule; keys to the classroom door, closet, desk and storage cabinets; instructions concerning emergency procedures; and courses of study.

The services consisted of meetings with the principal and other teachers and offers of help from them, attendance at faculty meetings, visits to the classroom by the principal, and adequate notice of the termination of the substituting assignment.

All of these practices, except the classroom visit by the principal and the attendance at the faculty meetings, were considered valuable by more than two-thirds of the respondents. Even these two items were considered helpful by more than 60 per cent.

Other materials and services were available in less than 50 per cent of the cases. These were: an instruction sheet or school handbook concerning school routines and procedures, a plan of the building, forms for reporting to the regular teacher, assistance with discipline problems, information on special activities, an escort to the classroom, and assistance from a teacher sponsor. All of these practices were recommended by the writers in the literature. All of them, except the form for reporting to the regular teacher, the plan of the building, and an escort to the classroom, were reported by more than two-thirds of the responding substitute teachers as being of considerable help. The exceptions were considered of value by more than 55 per cent.

In general, it would seem that the office personnel and the school staff as a whole were aware of their responsibilities and did much to help the substitute teachers. The individual classroom teachers, although most directly concerned, did much less than their substitutes expected.

The substitute teachers reported that in more than 50 per cent of the cases, the classroom teachers provided the following materials for their substitutes: sufficient supplies such as writing and art materials, up-to-date seating charts, sufficient textbooks, lesson plans, and time allotment charts. All of these materials were considered to be of value by more than nine-tenths of the substitute teachers participating in the questionnaire study.

A lesson plan of some type was usually available for the use of the substitute teachers. However, these plans varied from sketchy outlines intended solely for the regular teacher's use, to highly detailed plans

designed for use by a replacement teacher in the event of the regular teacher's absence.

Many other materials and services, although recommended by the writers in the literature and considered valuable by most of the responding substitute teachers were available in less than 50 per cent of the cases. These included information for grouping the students for instructional purposes, preparation of the class for working with substitute teachers, information concerning pupils leaving the room for valid reasons, lists of student helpers, instructions on dismissals, information concerning pupils ability, needed personal information about the pupils, instructions concerning the handling of collections, room organizations, directions concerning the keeping of records and making reports, sample papers showing headings and margins, instructions concerning marking of written work, and the administering of scheduled tests.

All of these practices, except the instructions on marking papers and the administration of scheduled tests, were rated as valuable by more than two-thirds of the respondents. The two exceptions were rated valuable by 60 per cent and 56 per cent respectively.

From the above data, it would appear that the office personnel and the school staff as a group were more conscientious in providing help for the substitute teachers than were the individual classroom teachers. This was in spite of the fact that the individual teachers were more directly concerned with the success of their substitutes' efforts in their classrooms than were the other staff members. The teachers seem to have been more concerned with helping substitute teachers in rooms other than their own. This may have

been due to the fact that the absent teacher was obviously not as aware of her substitute's difficulties as were her neighbors who were present and were disturbed by the noise and disorder. Although the teacher on her return was often forced to take action to remedy a situation she might have prevented by providing helpful materials, she did not seem to have realized the relationship between her failure to provide the needed materials and services before her absence and the extra work necessary on her return.

The failure of the classroom teachers to provide their substitutes with needed information and directions makes it incumbent on the substitute teachers to be able and skillful in carrying on the instructional procedures without them.

The replies of the substitute teachers to the items on the questionnaire concerning their use of certain methods of teaching indicated that in more than 50 per cent of the cases they used the following techniques: social recitation, unit method, keeping the class together on one lesson (probably because information on grouping was generally lacking), audio-visual materials, and activities of their own choosing. All of these techniques were rated valuable by more than two-thirds of the reporting substitute teachers. The using of audio-visual materials was repeatedly recommended in the literature as a technique of particular value to substitute teachers.

The substitute teachers reported that they covered most of the regular teachers' lesson plans, when such plans were available. They collected and marked more than half of the homework assignments of the absent teacher. They collected and corrected more than half of the seatwork used during their tenure.

When confronted with serious discipline problems the substitute teachers usually turned to other staff members for help. Most often the pupil was sent to the principal's office or to the room of a nearby teacher. In some cases the potentially troublesome child was removed from the classroom at the beginning of the day. In less serious cases the substitute teachers tried to handle their own problems by assigning written work, changing the seating of "talkers" or by reprimanding or "talking to them".

Before departing at the termination of the assignment the substitute teachers usually made out some type of a report for the classroom teacher. Since a definite form for this purpose was seldom provided for them by the school, the substitute teachers' reports varied greatly as to kind, format, and the information included in them. Most often notes were left either on the teacher's desk or on the chalkboard. These notes usually described the conduct of the class and the work accomplished. Sometimes notes were left to report discipline problems only. Other methods of reporting the day's accomplishments were marks on lesson plans, bookmarks in the desk copies of the textbooks used, and the written work stacked and labeled.

In more than four-fifths of the cases the substitute teachers reported good relations with their co-workers. The principals, clerks, and other teachers were friendly and cooperative. Offers of help and advice were usually made. The children, also, were friendly. In a few cases, however, indifference was reported; unfriendliness practically never.

Similarly, the regular teachers reported the substitute teachers to be friendly and glad to accept proffered help. They found that the attitude of

the substitute teachers toward the school staff reflected the attitude of the members of the staff toward them. When they were friendly, the substitute teachers were more than willing to be friendly. When help was graciously offered, it was graciously accepted. Therefore, the friendly, cooperative school staffs were assisted by friendly cooperative substitute teachers.

Most of the responding regular teachers felt that their substitutes should carry on many, though not all, of their scheduled duties and routine activities both in the classroom and in other places, such as corridors, lunchroom, and playgrounds.

They expected the substitute teachers to follow the lesson plans provided for them, using the techniques indicated and the materials specified. However, they did feel that a substitute teacher especially competent in some special area such as art or music might supplement the plan by emphasizing these areas. They also thought that, if a substitute teacher for some reason could not follow the plan, a good review lesson on fundamental processes would be valuable. They objected to busy work, useless activities, and to oral reading in the basic text, especially when the children were allowed to read far ahead of the assignment without the proper preparation.

The regular teachers expected their substitutes to collect and mark all completed written work. This included any homework assigned by the regular teacher before her absence and due to be collected, all written assignments made by the substitute teachers during the day, all work done in the workbooks and all seatwork. However, a large group of the teachers, almost 30 per cent, expected their substitutes to mark only as much written work as they could.

The written work, the regular teachers felt, should not be used as busy work but as tools of instruction, with proper preparation and needed explanations. Particularly abhorrent to the regular teachers is the practice of allowing the children to choose their own seatwork, using it carelessly without the proper preparation, and passing on to more seatwork without completing the previous papers. This is especially irritating when the wasted seatwork has been made by the regular teacher and its indiscriminate use has provided little or no learning but is disorganizing to her future plans. Sometimes they provided enough seatwork for only one day or locked up or hid the workbooks to prevent their indiscriminate use by the substitute teachers.

Most of the regular teachers reported that the substitute teachers should post the day's attendance in the attendance book in pencil. A large minority, however, felt that temporary substitute teachers should make no such entries in permanent records, but should leave a note of the pupils' attendance on a slip of paper in the attendance book.

According to the reports, the substitute teachers in most schools were expected to assume all the special duties of the regular teachers. These duties usually included supervision of corridor traffic, lunchroom, toilets, and playgrounds. It is to be noted that many writers in the literature felt that substitute teachers should be relieved of these police duties.

More than nine-tenths of the reporting regular teachers expected that their substitutes leave a written report of the activities carried on in their absence.

Most of the regular teachers did not expect day-to-day substitute teachers to make assignments or to make out reports or records. They felt

that assignments of future work should be made only if specified in the lesson plan or if the absence of the regular teacher was to be longer than a few days. Permanent records or reports were generally made out by other staff members who could be held responsible for their accuracy.

The majority of the regular teachers reported that on returning after an absence they found the classroom in disorder and the class upset. The physical disorder in the classroom usually consisted of chalkboards not erased, window shades not uniformly drawn, children's desks not in order and the teacher's desk in disorder. They resented being forced to spend the first period of their return in housecleaning duties that had been neglected in their absence. Cleaning out and rearranging the children's desks, cleaning chalkboards and erasers, rearranging supplies and books in cabinets and clearing the top and drawers of the teachers' desks were unwelcome and distasteful chores often required of the returning teachers. They caused a feeling among many that their substitutes were either indifferent to or lacking in knowledge of classroom management.

The children, also, were often reported to be "up in the air". The good habits and routines carefully developed over the semester by the regular teacher were often lost. The children were reported to talk out indiscriminately, leave their seats and walk around the room, perform written activities carelessly, and disregard routines for passing in and out of the room. Good study habits were gone. The regular teachers were forced to take immediate steps to break the new bad habits and to restore the former good practices. They felt that this necessity indicated indifference or lack of ability on the part of their substitutes or else, that the day had been

devoted to recreational activities or useless busy work.

Many of the regular teachers felt that substitute teachers did not teach but tried to keep the class occupied with busy work. They pointed to the large piles of unmarked papers, wasted seatwork and supplies, and carelessly used workbooks, as proof of their contention. This waste and misuse of materials is a primary cause of poor relationships between regular and substitute teachers.

The regular teachers reported that in addition to processing the written work, restoring order, and cleaning the room, on their return they were often forced to correct or punish students whose misconduct had been referred to them by their substitutes. Positive steps were taken by nine-tenths of them to punish the children who had been disorderly or uncooperative on the previous day. Although they disliked being forced to take action on problems that they felt were not really theirs, they felt that such action was necessary to uphold the authority of all teachers.

When unmarked papers were left by the substitute teachers, most of the regular teachers on their return, marked and returned them to the children, or at least spot checked them before discarding them. A large minority, however, reported that they discarded such papers without processing them.

More than half of the regular teachers reported that, although they did not expect the day-to-day substitute teachers to make assignments to their classes, and in fact, found that they usually did not, when such assignments were made they held the children to them, and collected and graded any written work that was assigned.

Many of the substitute teachers stressed the necessity of the regular teachers' "following through" with the assignments made and the discipline cases referred by them. They felt that the carrying out of their recommendations added to their stature in the eyes of the pupils and that it served notice to the children that in the future substitute teachers must receive cooperation.

From the foregoing summary of the factors affecting the existing working relationships between the regular and substitute teachers in the elementary schools of Chicago, it may be seen that, although much is being done by both affected groups that is helpful to these relationships, much more can and should be done. A recommended program for improving these relationships, based on the data contained in the previous chapters of this paper is presented in the following chapter.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The primary objective of this study was to suggest a program for encouraging more effective cooperation between regular and substitute teachers in the interest of promoting the continuous and effective education of the children in the elementary schools of Chicago. It was recognized that some interruption, however temporary, to the orderly acquisition of knowledge by the children occurs when the regular teacher is absent; that this interruption, if it cannot be eliminated entirely, should be reduced as much as possible; that it can be mitigated, if not eliminated, by the school staff and the substitute teachers working together; and that it is the duty of all educational personnel to cooperate as fully as possible in efforts designed to make the substitute teacher's work effective and her tenure, short or long, a productive experience for the children.

To accomplish this objective two general types of data were gathered. The first type included information about the methods and techniques presently used in the schools to improve the efficiency of the substitute teachers, and the second with the value of these techniques, and with recommendations for their improvement. From these data two types of conclusions were drawn. The first, presented in Chapter IV, consisted of a resume of the practices that exist in the schools and of their relative value in increasing the articulation between the regular teacher and her substitute.

The second type, presented in this chapter, consists of recommendations for improving these techniques and a suggested program for enhancing the working relations between the regular teachers and their substitutes.

The substitute teachers found that the following practices were helpful to them. These practices were reported to be of considerable help by two-thirds or more of the respondents to the questionnaire study. They include the provision of the following materials, directives, and services which are listed in order of value.

1. Sufficient supplies to carry on class activities.
2. An up-to-date seating chart.
3. Enough textbooks for all the members of the class.
4. A bell schedule.
5. A detailed lesson plan.
6. A list of student helpers.
7. A time allotment chart.
8. A list of emergency procedures.
9. Information on dismissal routines.
10. A list of pupils leaving class for valid reasons.
11. Preparation of students for working with a substitute teacher.
12. Use of the social recitation technique.
13. The classroom keys.
14. Information concerning the method of grouping the pupils for instruction.
15. An instruction sheet or school handbook.
16. Study guides or courses of study.
17. Help from other teachers.
18. Adequate notice of the return of the regular teacher.
19. The keys to the desk and storage cabinets.
20. Keeping the class together during recitations.
21. Provision for meeting other teachers.
22. Information concerning pupil ability.
23. Help with discipline.
24. Information concerning activities peculiar to the school or class.
25. Directions for handling collections.
26. Use of materials provided by the substitute teacher.
27. A teacher sponsor to aid the substitute.
28. Visits to the class by the school principal.
29. A student organization in the classroom.
30. Pertinent personal information concerning children.
31. The use of the unit teaching technique.
32. The use of audio-visual materials.

Although all of these practices were considered valuable by the substitute teachers, many of them, as pointed out previously in this study, were not in general use in the schools. The little-used practices were: a list of student helpers, information on dismissal routines, the names of pupils leaving the classroom for valid reasons, preparation of the class for working with a substitute teacher, information concerning the methods of grouping the pupils for instruction, an instruction sheet or handbook, information concerning activities peculiar to the school or the class, instructions for handling collections, a teacher sponsor, needed personal information concerning individual pupils, and directions or help with records and reports.

In addition to these practices recommended as valuable by the substitute teachers but little used in the schools, others are recommended in the literature. These included a plan of the building, an escort to the classroom, a form for reporting the day's activities, the development of a school code of conduct, and relief from special duties. All of these approved practices are included in the suggested program to enhance the working relations between the regular and substitute teachers.

A synthesis of data pertinent to the major objective has been made from: suggestions in the literature concerning the responsibilities of the staff and the substitute teachers for cooperating in the interest of their common responsibility to the children; recommendations by substitute teachers concerning practices that they have found helpful in the performance of their duties; and comments of regular teachers in regard to the attitudes and work of the substitute teachers in the light of experiences with them. This synthesis of data is presented in this section as a suggested program for

improving the working relationships between the regular and substitute teachers. All of the data used have been presented and discussed in the previous chapters of this paper.

A major portion of this synthesis comes from the reports of substitute teachers concerning the value of practices that they have found in use in the schools. Those practices which were reported as of considerable help by two-thirds or more of the respondents to the questionnaire study were accepted as valid contributions. In addition, specific suggestions and recommendations were accepted if they had been advanced by an appreciable number of the substitute teachers either in the interviews or on the questionnaire, or if their value had been confirmed by authoritative studies quoted in the review of the literature. The suggestions and recommendations of the regular teachers for improving the existing conditions were accepted if presented by a majority of the respondents or if reinforced by the authorities or by data gathered in this study.

The school should provide the substitute teacher with certain necessary materials and information on her reporting for work. These materials are: the keys to the classroom, desk and storage cabinets; study guides and courses of study pertinent to the grade and class; and a form for reporting to the regular teacher the work accomplished, activities carried on, and any problem or other situation that may have arisen.

The information and directions include: a bell schedule indicating the times of the entrances, recess, warning bells, class periods, and dismissals; emergency procedures for fire drills, air raid drills and any other

emergencies such as the routine for handling sick children that may confront the substitute teacher; information concerning any special classes, routines, or procedures peculiar to the school; and a plan of the building or some instructions concerning the location of classrooms, restrooms, lunchroom, library, and any other area whose location the substitute teacher may need to know.

Much of this information could be contained in a school handbook but with the most needed directions extracted and put into a shorter instruction sheet. The handbook could also include a history of the school, a statement of its philosophy and the objectives of the over-all program, what the school expects of the substitute teacher, and what the substitute teacher can expect of the school staff.

The substitute teacher should receive a friendly welcome. Since the clerk is usually the first member of the staff to greet her, she should be instructed that the coming of the new teacher is a high priority event taking precedence over many routine activities in the office. Her manner should be pleasant and helpful. She should introduce the substitute teacher to the principal if he is available, or to some other person in authority such as the assistant principal if he is not.

The practice of having a committee of teachers greet and help the substitute teacher is recommended. However, since dividing the responsibility among several staff members might destroy its effectiveness, a better procedure is the provision of a teacher sponsor whose responsibilities are to help the substitute teacher learn the school routines, introduce her to other teachers, and generally "make her feel at home".

The principal should meet the substitute teacher as soon after her arrival as practicable; to see that she is informed of school routines; and to insure her meeting other staff members especially neighboring teachers, the adjustment teacher, the assistant principal, and any others whose cooperation and assistance she may need during her stay.

The substitute teacher should be escorted to her classroom by the principal, assistant principal, teacher sponsor, or some other teacher. In the classroom the escort should assist her in locating such important devices as the seating chart, lesson plans, and the materials of instruction. If possible the escort should remain with her until the children enter the room. She should then introduce her to the class, and help her start the day's work.

Provision should be made to help the substitute teacher with disciplinary problems if any should arise. She should be informed of whom to go to for needed help, or of the usual school routines in such cases. The common practice of removing serious "trouble makers" from the room and the placing of them in other classes for the day is a good precaution.

During the day the principal should visit the classroom to offer help and to evaluate the work of the substitute teacher. This visit also has the advantages of lending moral support to the teacher and of putting the class on notice that the authority of the school administration is behind her.

Although not recommended by the authorities, it is common practice in the Chicago elementary schools, and considered helpful by the substitute teachers, to relieve the substitute teacher of the regular teacher's special duties. The authorities feel that the substitute teacher should fulfill all

of the obligations of the teacher she relieves. However many teachers felt that a stranger is of little value when performing corridor, lunchroom, play yard or other duties of a control or police nature. Since she is unknown to the students other than those in her own classroom, she has little control over them. It is recommended that she be relieved of these duties and allowed to spend her time in more fruitful and rewarding pursuits, such as the preparation of materials and lessons for her classes.

It is generally accepted in the schools, that the substitute teacher in a short stay should not be held responsible for maintaining the teacher's records or making out reports. The only exception to this practice is in the taking of attendance in the classroom. If, however, the need should arise for the completion of a record or a report in the regular teacher's absence, some provision should be made for its being done by some member of the regular staff who is better acquainted with the situation and can accept the responsibility for the accuracy of the record.

The substitute teacher should be notified in ample time of the termination of her assignment, so that she may wind up her activities and turn the class over to the regular teacher most efficiently.

The major responsibilities of the regular teachers toward the substitute teacher who is working with them in the school are to accept her as a professional co-worker, to offer her assistance and advice, and to create an atmosphere of friendliness and cooperation. It is up to them to make friendly and helpful overtures to the substitute teacher; not for her to make these overtures to them. It is up to them to treat the substitute teacher as a

professional teacher. The substitute teacher generally is a neophyte and does not possess the ability nor the experience of the regular teachers. Yet she is a potential regular teacher. The acceptance of her or the indifference toward her of the regular teachers may determine whether or not she will continue as a teacher in the Chicago school system, or remain in the field of education at all.

In addition to being a primary source for the recruitment of future regular teachers, the substitute teacher service is also an important training activity for them. The school staff, therefore, has an obligation to assist these tyros in gaining useful experience in the correct and proper teaching techniques.

The job of the substitute teacher is a lonely one. Almost daily she is confronted with a bewildering array of strange teachers and strange children. In a large system such as that in Chicago, she is unlikely to meet the same teachers or children again. It is, therefore, merely common courtesy, if not charity, for the regular teachers to extend a friendly welcome to a strange teacher in the school building.

Although the regular teacher should make special preparations so that the educational program will not be interrupted in her absence, many of the materials and procedures that are recommended are also essential for her own use or are required by the school administration.

The most obvious requirement is that the regular teacher should have her class under control. Two corollaries follow: the classroom should be neat and attractive, and good management routines should be well established. Both regular and substitute teachers report that classes do not change their

attitudes and habits when the teacher is absent for a short period. Any disorder then is usually the result of the regular teacher's previous failure. It may even be said that the amount of success that a substitute teacher achieves in a classroom is directly proportional to the success of the regular teacher in the same room. A teacher who is conscientious in her own work, who maintains a neat and orderly classroom, who controls her class effectively, and who establishes adequate management routines has done much to prepare the way for her substitute, to insure continuous instruction in her absence, and to avoid discipline problems and make-up work on her return.

The regular teacher should provide adequate material for her own use and consequently for the use of her substitute. She should have sufficient supplies, such as writing and art materials, available. She should maintain an up-to-date seating chart. She should have enough textbooks for all of the students and also a desk copy for herself. She should have a time allotment chart posted, showing the relative amount of time apportioned to the various subject areas and the exact time for each subject as well as for recess, lunch, and any other time at which some major activity regularly occurs. Most important she should keep an adequate, up-to-date lesson plan.

Important as these materials are to the regular teacher in conducting her class, they are of even greater importance to the substitute teacher. They enable her to keep the class profitably occupied in the manner and with the materials to which it is accustomed. The seating chart is especially valuable in that it enables her to learn the names of the children and thereby helps prevent the outcropping of discipline problems.

Although the planbook or an outline plan may be adequate for the regular teacher, her substitute needs a more comprehensive and detailed lesson plan so that she may cover the lessons without omissions or digressions. The plan should include the names of textbooks, page numbers, activities and projects. It should also include suggestions for work for the group or groups not actively engaged in the recitation.

In lieu of details added to the plan of the regular teacher a special plan designed for use by the substitute teacher is recommended. This plan should also be in detail but may include supplementary or review work. It is valuable when there is possibility that the strange teacher may interfere with the orderly development of a project. This type of plan, of course, should be periodically up-dated so that its materials do not become obsolete or of little use as the class progresses.

Place markers in the desk copies of textbooks are also helpful to both the regular teacher and her substitute.

The substitute teacher needs many items of information concerning the children and routines so that she may quickly learn the pattern of the usual activities. Probably the most valuable is a list of student helpers, or monitors upon whom she may rely for information concerning classroom routines, help in locating textbooks and other materials and supplies, and advice on the class time schedule and the routine activities of the school as a whole. Room hostesses are recommended both for the services that they can provide and for the experience in courtesy they gain. A classroom organization with competent officers is often valuable in the upper grades since it tends to

function in the teacher's absence and thereby insures the continuity of classroom procedures.

The substitute teacher should be provided with information concerning the customary procedures and the teacher's duties at dismissals, recess, and lunchtime since disorganization at these times tends to carry over to the classroom afterward. She needs to be informed of such exceptions to usual procedures as children leaving the classroom for remedial work, music lessons or for other valid reasons. She needs information on the routines for taking attendance and the reporting of absences and tardinesses. She, of course, needs instructions on procedures to be used in case of discipline problems or emergencies.

In the lower grades especially, the substitute teacher must be informed of the usual methods of handling money for milk, lunch, and for special collections such as that for the School Children's Aid Society when appropriate.

Concerning the children themselves she should be informed of the method used in grouping the class for instruction and as previously mentioned, the activities or seatwork that the groups not actively engaged should be doing. It is essential that she know the names of the children in each group. She should be informed of any personal peculiarities of the children that are of importance such as physical defects, retardation, or unusual ability.

She should be given complete instructions on any records or reports that she is responsible for although a better procedure as previously stated, is to relieve her of this responsibility whenever possible.

These numerous lists and items of information should be kept in a place where they are readily available for the use of the substitute teacher. A folder, properly labeled, in the center drawer of the teacher's desk is most often used. Another valuable method is the filing of an instruction sheet containing pertinent information in the office to be given to the substitute teacher on her arrival. This technique, by bringing the office into the picture, tends to insure that the information and directions are provided.

The above long list of needed items of information contains only those that are considered necessary or minimal. In many classrooms instructions for activities or situations peculiar to the room must be added. The list also points up the complications and intricacies of classroom management which the substitute teacher must learn. It should be remembered that all of this is in conjunction with, but subsidiary to, the primary responsibility of the substitute teacher--that of teaching the class. Her dependence on the absent regular teacher is obvious.

One of the most valuable contributions a teacher can make to the effectiveness of her substitute is preparing the class in advance in how to receive and work with her. Early in the school year students in each class should discuss among themselves the problems of working with a substitute teacher, then develop a series of recommendations which might constitute a class code of student behavior. The leaders of the various classes might be organized into a committee and from recommendations developed in each class, build an overall school code of student behavior. The formulation of such a code would be a valuable project for the school student council.

The regular teacher can help set the stage for successful substitute teaching by letting the students know that she will recognize all grades given and assignments made while the substitute teacher is in charge, and that she will investigate and take action on any discipline problem that is referred to her. Such action helps to make the students aware that the work of the substitute teacher is important.

Finally the regular teacher should never criticize or express dissatisfaction with the work of the substitute teacher in the presence of pupils. If, however, the substitute teacher's work deserves criticism or involves the welfare of the school, such objection should be registered with the principal on an objective professional basis.

The responsibilities of a substitute teacher are, in general, the same as those of the teacher she relieves. She is expected to maintain discipline in her classroom and to carry on the instructional program so that the educational growth and development of the children are not interrupted. In addition, in many schools she is expected to fulfill all of the extra-classroom duties of the regular teacher.

To fulfill these obligations she should conduct the class program and routines in accordance with the procedures used by the regular teacher and to which the children are accustomed. It is obvious that the presence of a strange teacher in the classroom is in itself a deviation from the regular routine and has an upsetting effect on the children especially those in the primary grades. The competent substitute teacher, by the use of her imagination and resourcefulness can and does successfully gain the confidence and respect of the children, and makes the day a worthwhile and profitable

one for them.

She should take advantage of all the assistance, both material and personal, with which the school, the school staff and the absent teacher provide her. In addition she should be capable of helping herself and willing to do so.

The substitute teacher should be prompt in her arrival at the school. By arriving promptly she will be able to assemble more readily the materials needed for the day and to receive the necessary directions. By her being present in the room when the children arrive she tends to avoid the disturbance that results from a belated entry while the class is in session. Her early or prompt arrival has a salutary effect on her relations with the school staff members who would have had to take charge of the class in the interim. They are well aware of the fact that her day, for pay purposes starts at 8:30.

The substitute teacher should begin the day in a businesslike manner. If not introduced to the children by a staff member, she should introduce herself by writing her name on the chalkboard and pronouncing it for the pupils. She should be alert to see that the class is orderly and the materials ready. She should be aware that the day may be won or lost in the first ten minutes. By using the seating chart she can learn the pupils' names. She should not waste time. Making instructions brief and animated will help eliminate waste and disorder.

The pupils' attendance should be checked and noted on a slip of paper placed in the attendance book.

The lesson plan of the regular teacher and the time schedule on the time allotment chart should be followed. Although she should deviate as little as possible from the regular teachers' program, she should feel free to supplement it in fields in which she has special competence. She should teach the class by the methods indicated on the plan. She should not resort to giving a written lesson unless such a lesson can be justified by an educational objective or as a logical part of a larger pattern. A written lesson should never be given as a stopgap or as busy work.

The substitute teacher should disabuse herself of any feeling that she is merely "filling-in" or holding things together. She should develop as much as possible in the situation to which she is assigned a definite learning experience, simple though it may be. Thus she will win the cooperation of the students and preserve the morale of the class.

The regular teachers expect their substitutes to mark and record any assigned work for the day. This includes homework, seatwork, and workbooks. Concerning the latter two, the substitute teacher should be careful to use them only within the limits of sound educational practice. Each unit or page should be properly introduced, executed with care, and fully completed. Regular teachers resent the disorganization to their plans and the waste of materials resulting from the careless and indiscriminate use of these expensive materials. Resentment is especially great when the wasted material has been painstakingly prepared.

The substitute teacher is expected to have firm but friendly control of her class. In the event of serious disruptive problems she should follow

the school routine for such matters. This may involve consulting another teacher or the office. The regular teachers do not want to be confronted with "discipline hangovers" on their return from absence. They feel that all discipline cases should be handled when they occur. In any event they feel that their belated entry into the problem has little positive effect on the offender but tends to cause resentment toward both the regular teacher and the substitute teacher.

In the event no lesson plans are available, the substitute teacher should be ready with her own "bag of tricks" to provide activities suitable to the grade that will keep the class profitably busy. Review of processes previously studied is recommended. However the substitute teacher should be sure to terminate any work of this type started that day unless she is absolutely certain that she will return the following day.

The substitute teacher is responsible for the pupils, equipment, and materials assigned to her care as is the regular teacher for whom she is substituting. She should keep the room neat, orderly, and clean.

Before leaving she should prepare a report of her day's activities for the use of the regular teacher. This report should include a statement of the work accomplished and of assignments made, and notes concerning any important things that happened during the day. It is as important to the regular teacher in continuing her class program as her lesson plan was to her substitute. The good should be reported as well as the bad; actions that justify praise as well as those that deserve censure. Constructive comments concerning possible improvement of the teacher's preparation for the next substitute teacher are pertinent.

Finally, professional etiquette requires that the substitute teacher should not criticize the work of the regular teacher or the work of the school. It is not always possible for adequate preparation to have been made for the substitute teacher. She should also remember that the reasons for school regulations may not always be appreciated by the individuals who did not participate in their development.

The principal of the local school is the key to any program for enhancing cooperation between the regular and substitute teachers in his building. His attitudes are reflected in the attitudes of the members of his staff. It is his duty to set the educational climate so that the substitute teacher is able to effectively perform her function in continuing the educational program in the room of the absent teacher.

Several ways are recommended to accomplish this purpose. Committees of teachers can study the ways by which the school can help the substitute teacher most effectively. The need for and the necessity of working with substitute teachers can be the topic of study groups, teachers' meetings, and in-service programs.

The construction of a school handbook or instruction sheet for substitute teachers as a cooperative project by the teachers not only points up the need for acceptance and cooperation but also produces a valuable device for orienting replacement teachers to the community and the school.

The development of a school code of conduct, previously described, is another valuable aid in gaining acceptance for the substitute teachers from the school staff and also the pupils.

An indirect but important responsibility of the principal to the substitute teacher is his insistence on the regular teachers' maintaining attractive classrooms, efficient routines, and good pupil control. As previously pointed out these essentials of good teaching practice have an important bearing on the effectiveness of a substitute teacher.

Although this study was primarily concerned with the working relationships between the substitute teacher and the regular teacher in the local school, it must be recognized that there are other and extraneous forces that have an important but indirect bearing on these relations.

For example, most of the regular teachers interviewed, were concerned with the failure of the substitute teachers in such important areas as classroom management and discipline. As remedies they recommended in-service classes, indoctrination courses, and orientation meetings. These activities can only be conducted on a city-wide or district-wide basis.

Another case in point is the lack of teaching experience, or even of practice teaching as requirements for obtaining a temporary or substitute teacher's certificate. The Board of Examiners recognizes the desirability of such experience before a certificate is issued, but finds it is impossible to demand such prerequisites due to the present teacher shortage.

A third problem involves the assigning of substitute teachers to classes outside of their fields of training or experience. Many substitute teachers trained for high school teaching are now employed in elementary school classes. An over-supply of high school substitute teachers and a shortage of elementary school substitute teachers is the cause of this problem. The

Substitute Center points out that if it assigned its substitute teachers only to positions for which they are qualified, an inequitable distribution would result. Classrooms would be without teachers while substitute teachers would be unemployed.

The differences in procedures and routines in the various schools cause difficulties for substitute teachers in the frequent adjustments necessitated. Again only the Central Office or the School Districts can effect the necessary standardization. However, there is a great similarity among schools in this matter and it is questionable if further standardization is wise. It must be remembered that the schools of Chicago are very diverse in problems and traditions.

A recurrent suggestion in the literature was for the provision of special supervisors to work with substitute teachers. Considering the lack of experience and the inadequate preparation of substitute teachers in general, and the failure of or inability of the local school to provide adequate supervisory help for them, this recommendation would seem to be valuable.

In the suggested program several innovations in overall school administration and supervision have been implied which could make the work of the substitute teacher more effective. Further study is indicated to determine the value and feasibility of instituting a number of provisions, among which are:

1. Issuance of regular supervisory bulletins devoted to the interests of substitute teachers.

2. Investigation of the circumstances which cause excessive loss of substitute teachers to the Chicago Schools.

3. Provision of regular supervisors to advise and assist substitute teachers.

4. Establishment of liaison with teacher training institutions so that future substitute teachers will receive some practical training in this essential work.

5. Establishment of a scheduled Pre-school Orientation Workshop the week preceding the start of each semester.

6. Provision of a handbook for substitute teachers similar to that provided for beginning teachers.

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APPENDIX I

BERNARD A. QUISH

2601 West 81st Place

Chicago 29, Ill.

Tel: HE 4-6382

Dear Substitute:

Your name has been given to me by Miss Mary Hoffman, Director of the Substitute Center. We are interested in the working relationship between you, the substitute teacher, and the regular teacher you replace, with a view toward improving this relationship and thereby improving the education of the children.

We feel certain that you have experienced both pleasant and trying situations as you traveled from school to school. We hope, with your help, to increase the number of pleasant, and diminish the number of trying situations you and other substitutes experience. By completing the enclosed questionnaire and returning it to me as soon as possible, you will have contributed substantially to the success of this study and, we hope, to the welfare of the substitute teachers and children of the Chicago Public School System.

Thank you,

BERNARD A. QUISH

APPENDIX II

Please indicate the way you feel each question applies to you at your latest substituting assignment.

Circle numeral 1 for -- Yes, it was of considerable help to me.
Circle numeral 2 for -- Yes, though it was of little or no help to me.
Circle numeral 3 for -- No, though it would have been of considerable help to me.
Circle numeral 4 for -- No, it would have been of little or no help to me.

1. Did you meet the principal before school? 1 2 3 4

2. Did someone introduce you to one or more teachers in nearby rooms? 1 2 3 4

3. Were you provided with a list of instructions (possibly a handbook) dealing with school routines? 1 2 3 4

4. Were you provided with a floor plan of the building? 1 2 3 4

5. Were keys to the room and closets available? 1 2 3 4

6. Were keys to the desk and cupboards available? 1 2 3 4

7. Was there an up-to-date seating chart available? 1 2 3 4

8. Was there a bell schedule in the desk or posted somewhere in the room? 1 2 3 4

9. Was there a lesson plan or outline of the work to be covered? 1 2 3 4

10. Was there a daily program or time allotment in the desk or posted? 1 2 3 4

11. Were there directions for handling lunch money, milk money, etc.? 1 2 3 4

12. Was there personal information about pupils that you should know? (Tommy has just returned from a long illness) 1 2 3 4

13. Was there a list of names of pupil helpers or hosts to help you locate assignments, materials and to help generally with routine matters? 1 2 3 4

14. Were there instructions as to how the class was grouped for instructional purposes? 1 2 3 4

15. Were there instructions as to procedures in emergencies? (Fire Drills, Accidents, etc.) 1 2 3 4

16. Were there routines outlined for recesses, dismissals and whether or not the class is escorted? 1 2 3 4

17. Were there directions for making records and reports? 1 2 3 4

18. Was there a sample paper showing headings, margins, etc.? . . 1 2 3 4

19. Were sufficient supplies, paper, pencils, etc., available?. . 1 2 3 4

20. Were there any instructions as to special activities peculiar to this school? (Special music classes, reading programs, remedial classes, etc.) 1 2 3 4

21. Were sufficient textbooks available? 1 2 3 4

22. Did the principal or some member of the staff introduce you to the students in your room? 1 2 3 4

23. Was there evidence that the students had been prepared in how to receive and work with a substitute teacher? 1 2 3 4

24. Did the teacher leave scheduled tests for you to give? . . . 1 2 3 4

25. Did you use scheduled films or film strips in your class? . . 1 2 3 4

26. Did you teach the class by the unit method? 1 2 3 4

27. Did you encourage the children to discuss materials with the class? (Social recitation) 1 2 3 4

28. Did you try to keep the class together on one lesson or unit? 1 2 3 4

29. Did you bring any activity or seat work to use in case none were available? 1 2 3 4

30. Was an experienced teacher assigned to you as a "Buddy"?. . . 1 2 3 4

31. Were you informed of the individual to whom you could go for help with discipline? 1 2 3 4

32. Was there a form to report to the teacher and/or the office what the class had accomplished? 1 2 3 4

33. Did the principal visit your class at any time? 1 2 3 4

34. Were you notified in a reasonable time about the return of the regular teacher? 1 2 3 4

35. Was there information about a classroom organization? (President, Chairman) 1 2 3 4

36. Was there any indication of pupils ability? (A superior student to stimulate a lagging discussion; a slow student who needs help) 1 2 3 4

37. Were there instructions regarding children leaving class for music lessons, remedial work, or other valid reasons? . . 1 2 3 4

38. Were courses of study (Study guides) available? 1 2 3 4

39. Did you attend any faculty meetings? 1 2 3 4

40. Were there directions for marking papers and tests? (Percentage marks, letters, stars, etc.) 1 2 3 4

41. Did any regular teacher offer to help you? 1 2 3 4

On the following questions please:

Circle numeral 1 for -- All of it.

Circle numeral 2 for -- More than half of it.

Circle numeral 3 for -- Less than half of it.

Circle numeral 4 for -- None of it.

Circle numeral 5 for -- None available or Does not apply to my situation.

1. How much of the work that the teacher's lesson plan called for did you cover? 1 2 3 4 5

2. Did you correct the home work that was handed in while you were in charge? 1 2 3 4 5

3. Did you correct the seatwork that you assigned to the class? 1 2 3 4 5

Check the space indicating the attitude of the other members of the staff toward you.

	Friendly	Unfriendly	Indifferent
Clerk			
Principal			
Other Teachers			
Children			

What type of lesson plans do you prefer that the teacher leave?

How do you deal with serious discipline problems?

On leaving, did you leave the teacher a report of the work accomplished, discipline problems? How?

What suggestions could you make to bring about a closer working relationship between the regular and the substitute teacher?

APPENDIX III

KEY PHRASES TO QUESTIONS ON QUESTIONNAIRE

After each question its abbreviated form, containing the question core is given.

1. Did you meet the principal before school?--Meeting principal.

2. Did someone introduce you to one or more teachers in nearby rooms?--Meeting teachers.

3. Were you provided with a list of instructions (possibly a handbook) dealing with school routines?--Instructions-handbook.

4. Were you provided with a floor plan of the building?--Plan of building.

5. Were keys to the room and closet available?--Room keys.

6. Were keys to the desk and cupboards available?--Desk keys.

7. Was there an up-to-date seating chart available?--Seating chart.

8. Was there a bell schedule in the desk or posted somewhere in the room?--Bell schedule.

9. Was there a lesson plan or outline of work to be covered?--Lesson plan.

10. Was there a daily program or time allotment in the desk or posted? --Time allotment.

11. Were there directions for handling lunch money, milk money, etc.? --Handling collections.

12. Was there personal information about pupils that you should know? (Tommy has just returned from a long illness)--Personal information.

13. Was there a list of names of pupil helpers or hosts to help you locate assignments, materials and to help generally with routine matters? --List of helpers.

14. Were there instructions as to how the class was grouped for instructional purposes?--Grouping.

15. Were there instructions as to procedures in emergencies? (Fire Drills, Accidents, etc.)--Emergency procedures.

16. Were there routines outlined for recesses, dismissals and whether or not the class is escorted?--Dismissal routines.

17. Were there directions for making records and reports?--Records and reports.

18. Was there a sample paper showing headings, margins, etc.?--Sample paper.

19. Were sufficient supplies, paper, pencils, etc., available?--Sufficient supplies.

20. Were there any instructions as to special activities peculiar to this school? (Special music classes, reading programs, remedial classes, etc.)--Special activities.

21. Were sufficient textbooks available?--Textbooks.

22. Did the principal or some member of the staff introduce you to the students in your room?--Meeting students.

23. Was there evidence that the students had been prepared in how to receive and work with a substitute teacher?--Student preparation.

24. Did the teacher leave scheduled tests for you to give?--Scheduled tests.

25. Did you use scheduled films or film strips in your class?--Audio-visual materials.

26. Did you teach the class by the unit method?--Unit teaching.

27. Did you encourage the children to discuss materials with the class? (Social recitation)--Social recitation.

28. Did you try to keep the class together on one lesson or unit?--Keeping class together.

29. Did you bring any activity or seat work to use in case none were available?--Substitute's own materials.

30. Was an experienced teacher assigned to you as a "Buddy"?--Teacher sponsor.

31. Were you informed of the individual to whom you could go for help with discipline?--Help with discipline.

32. Was there a form to report to the teacher and/or the office what the class had accomplished?--Report form.

33. Did the principal visit your class at any time?--Principal visits.

34. Were you notified in a reasonable time about the return of the regular teacher?--Return of teacher.

35. Was there information about a classroom organization?--Room organization.

36. Was there any indication of pupils ability? (A superior student to stimulate a lagging discussion; a slow student who needs help)--Pupil ability.

37. Were there instructions regarding children leaving class for music lessons, remedial work, or other valid reasons?--Pupils leaving class.

38. Were courses of study (Study guides) available?--Study guides.

39. Did you attend any faculty meetings?--Faculty meeting.

40. Were there directions for marking papers and tests? (Percentage marks, letters, stars, etc.)--Method of marking papers.

41. Did any regular teacher offer to help you?--Help offered.

APPENDIX IV

REPLIES TO QUESTIONS ON QUESTIONNAIRE

Question	Frequency				
	1	2	3	4	?(a)
(1) Meeting principal	79	21	18	18	2
(2) Meeting teachers	81	13	30	11	3
(3) Instructions-handbook	51	6	65	10	6
(4) Plan of building	13	3	72	45	5
(5) Room keys	116	7	5	8	2
(6) Desk keys	107	3	7	16	5
(7) Seating chart	98	1	29	5	5
(8) Bell schedule	80	5	47	3	3
(9) Lesson plan	81	8	43	2	4
(10) Time allotment	105	9	19	2	3
(11) Handling collections	27	2	79	25	5
(12) Personal information	19	3	87	22	7
(13) List of helpers	44	3	79	7	5
(14) Grouping	45	7	72	8	6
(15) Emergency procedures	82	7	40	4	5
(16) Dismissal routines	34	6	87	6	5
(17) Records and reports	27	2	63	38	8
(18) Sample paper	14	1	74	44	5
(19) Sufficient supplies	115	2	15	1	5
(20) Special activities	52	6	52	20	8
(21) Textbooks	111	0	16	6	5
(22) Meeting students	39	3	45	47	4
(23) Student preparation	57	3	59	11	8
(24) Scheduled tests	15	1	58	57	7
(25) Audio-visual materials	57	8	26	34	13
(26) Unit teaching	68	3	14	36	17
(27) Social recitation	110	4	8	10	6
(28) Keeping class together	104	3	1	17	13
(29) Substitute's own materials	88	3	12	28	7
(30) Teacher sponsor	31	2	69	31	5
(31) Help with discipline	44	11	61	15	7
(32) Report form	9	0	64	60	5
(33) Principal visits	60	17	22	31	8
(34) Return of regular teacher	85	9	22	9	12
(35) Room organization	29	1	62	36	10
(36) Pupil ability	35	9	72	15	7

(Cont'd.)

Question	Frequency 1	2	3	4	?(a)
(37) Pupils leaving class	43	3	75	10	7
(38) Study guides	90	8	25	9	6
(39) Faculty meetings	63	6	22	40	7
(40) Method of marking papers	9	3	69	50	7
(41) Help offered	93	7	22	11	5

(a) ? Indicates lack of any response.

TABLE XXVII

REPLIES TO QUESTIONS ON ATTITUDE OF STAFF AND CHILDREN

	Friendly	Unfriendly	Indifferent	? (a)
Clerk	112	0	21	5
Principal	103	0	25	10
Other teachers	108	4	21	5
Children	116	5	12	5

(a) Number not answering item.

TABLE XXVIII

REPLIES TO QUESTIONS ON COVERAGE OF CLASSWORK

	All	More Than Half	Less Than Half	None	None Avail-able	No Reply
Lesson plan	53	42	1	0	30	12
Homework	44	22	2	13	48	9
Seatwork	77	27	9	8	8	9

Approval Sheet

The dissertation submitted by Bernard A. Quish has been read and approved by a board of five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

January 22, 1961
Date

Henry R. Malecki, Ph.D.
Signature of Adviser